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ABSTRACT

A collection of nine commissioned papers, one each from Scotland and South Africa and eight from Australia, address provisions for and problems with distance education for librarianship. Components and applications of directed private study in Scotland and the development, educational philosophy, methods, problems, and standards of correspondence courses in librarianship at the University of South Africa comprise Part I. Part II focuses on Australian experiences in external studies in librarianship. Four of these papers describe various programs, and together they discuss program development, teaching methods, problems, degree requirements, student profile, cost, courses, student needs, and contact modes. Isolation and the external student, a feasibility study on an external study for librarianship, and an evaluation of a pilot study combining on-campus and off-campus work are the topics of the remaining three papers. A discussion by the editor of philosophies and practices of external studies serves as an introduction to the papers. References are included for six of the papers, and biographical notes on the authors are provided. (RBF)

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EXTERNAL STUDIES IN LIBRARY AND INFORMATION SCIENCE

edited by

EDWARD R. REID-SMITH

Office of

"Research in Librarianship"

1980

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To Joy Sheehan

whose work as a tutor to librarians studying for the L.A.A. Registration Examinations by post has made an important contribution to the development of librarianship in Australia

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FOREWORD

by Peter J. Smith

External studies is the most rapidly growing, in terms of student numbers, segment of post-secondary education throughout the western world. However, external studies tends to have grown up as a set of administrative models and philosophies, and the educational component has lagged badly behind.

In the last few years we have started to see a change to this, with the publication in 1974 of Borje Holmberg's Distance Education: A Short Handbook, and the appearance of the Open University's periodical, Teaching at a Distance. The term 'distance education' has become quite widely used, and indicates a concern for the pedagogical issues of external studies. At the local level, it is noteworthy that the Australian and South Pacific External Studies Association is about to commence a new periodical, Distance Education, which is aimed at the publication of research papers on the educational issues involved in distance teaching. Also of interest has been the advent of workshops, run by that Association, that are aimed at specific educational issues for distance educators.

What we must move towards is a theory of distance education, and we must move towards that from the base of experience, anecdotal records, and current educational theory that we now have. It is important, though, that we move towards a theory that is based on current educational theory, and we must avoid looking upon distance education as something that is so unique that we must start from scratch.

The very fact that distance educators in the field of library and information science now feel confident enough to dedicate this book to these issues is promising indeed. It indicates that distance educators are now willing to move beyond the administrative issues and, indeed, beyond the generalities of distance education, to now home in on the teaching at a distance of a particular body of knowledge.

A. Rennie McElroy, in his contribution to this volume, has addressed himself to the applications of directed private study to higher education. It is particularly important that McElroy has made the point that directed private study has a role to play in all educational programmes, and it is towards this philosophy that distance educators must move. What we develop as distance educators, in the fields of theory and practice, must be seen to be of value to the mainstream of educational enterprise, and not

something that is pigeonholed for use only in external study programmes. Malan's paper is important for the same reasons. While Malan has described teletuition, at the University of South Africa, in the context of distance education, it is clear that the principles that he enunciates are applicable to a wide range of educational circumstances, and the advantages that he lists need not be restricted to external students.

Other contributions to this volume highlight the problems associated with teaching library science at a distance but, at the same time, these papers make significant comments about the teaching of library science in any mode. The relationship between face to face teaching and distance teaching is described in some detail by Frost, and there are some interesting and important insights in that paper on the issues of the development of study materials, and on the preparation of staff to teach at a distance.

This theme is extended by Hartridge. Where Frost sees a problem for the teacher who is isolated from his students, Hartridge discusses the problem of the student who is isolated from his lecturers, his fellow students, and all the other resources that it is commonly assumed a tertiary student needs and has access to. In developing distance education methods, it is this isolation that we must attend to. How do we overcome this sort of isolation at reasonable cost? How do we substitute for resources that an isolated student does not have? When we have decided on our substitution methods, what resource implications do these decisions have for all tertiary students, and for all tertiary institutions? It is more than likely that the distance educator can play the role of change agent throughout all of tertiary education, if he can find a satisfactory solution to the isolation problems.

In the light of these comments, the papers by Haworth and by Lundin and Fong, represent important contributions to this volume. They, together with Edward Reid-Smith's own contribution, represent a very detailed discussion of the problems that can be expected, and that have been experienced, in applying what we do know about distance education to the teaching of librarianship.

Map 1

SHOWING COUNTRIES FROM WHICH PAPERS HAVE BEEN CONTRIBUTED

BIOGRAPHICAL NOTES ABOUT THE AUTHORS

JOAN BREWER

B.A., Dip.Ed., A.L.A.A., F.A.C.E.

Joan Brewer has worked as a secondary school teacher, as a lecturer in history at tertiary institutions, and as a librarian in school, special, and academic libraries. She has been in charge of the Department of School Librarianship at Adelaide College of the Arts and Education (until December 1978 the Adelaide College of Advanced Education) since January 1970. Mrs Brewer is a member of the Libraries Board of South Australia and a consultant to that State's Schools Commission. She has a special interest in the history of school libraries and in children's literature, and is currently lecturing in the philosophy and administration of school librarianship.

FRANCES LAVERNE CARROLL

M.Ed., M.A., Ph.D.

Frances Carroll was a teacher of English and Journalism and a librarian in school and college in Kansas (U.S.A.) between 1947 and 1962, when she joined the staff of the library school at the University of Oklahoma. She has also been guest lecturer at library schools in the U.S.A., Iran, and England. Dr Carroll has been Head of Library Studies Department at W.A. Secondary Teachers (now Nedlands) College in Perth, Western Australia, since 1977. She is Chairperson of the Section for School Libraries of IFLA, and a member of the Honorary Advisory Board of contributing consultants of International Library Review.

MICHAEL FONG

Dip.T., T.T.L.C.

Mr Fong is the Education Adviser for School Libraries with the Northern Territory Department of Education. He was a primary school teacher prior to obtaining his Trained Teacher-Librarian's Certificate from Melbourne State College in 1973. Since then he has worked as a teacher-librarian, and has been in his present position since 1977.

KAY EMMA FROST

B.A., Dip.N.Z.L.S., A.N.Z.L.A., A.T.C.L.

Ms Frost has had experience as a teacher and as a teacher-librarian in Canada, New Zealand and the United Kingdom. She has library experience with the New Zealand School Library Service, and in teachers' colleges in New Zealand and the United Kingdom. Under Unesco contracts she has had field service in Tanzania and Jamaica, and a Secretariat posting at Unesco/International Bureau of Education, Geneva. Since 1974 Ms Frost has been Senior Lecturer in Charge of School Librarianship at the Gippsland Institute of Advanced Education in Churchill (eastern Victoria).

DIGBY HARTRIDGE

B.A., Dip.Adult Ed., Dip.Pers.Man., A.L.A., A.L.A.A.

Digby Hartridge was born in Zimbabwe in 1941, and has a B.A. from the University there as well as qualifications in adult education, librarianship, archives management and personnel management. He has worked as an archivist, oral historian and government librarian, and was a lecturer in library science at the Riverina College of Advanced Education between 1975 and December 1978. He has written a number of articles on distance education, and is currently on the staff of the N.S.W. Parliamentary Library.

D. ELAINE HAWORTH

B.A., Dip.Lib., Dip.Ed., A.L.A.A.

Elaine Haworth is a senior lecturer in the Department of Librarianship, Royal Melbourne Institute of Technology, wehre she is co-ordinator of subjects in the area of information provision. She teaches reference work and subject bibliography of the humanities, together with historical bibliography. She is currently engaged on a research project investigating library services to external students at R.M.I.T.

ROY LUNDIN

B.Ed., M.Ed., A.L.A.A.

Roy Lundin has been Head of the Department of School Librarianship at Kelvin Grove College of Advanced Education since 1976. He has had eleven years' experience as a primary and secondary teacher and principal in Canada before coming to Australia in 1967. He was a teacher and teacher-librarian in New South Wales and Queensland. From 1970-1975 he worked as a Research Fellow on the School Library Research Projects at the University of Queensland and Monash University.

A. RENNIE McELROY

M.A., Dip.Lib., A.L.A., A.I.Inf.Sc.

Rennie McElroy is Depute Librarian of Napier College of Commerce and Technology, Edinburgh (Scotland). He was formerly a lecturer in the Department of Library and Information Resources at Napier College, where he taught courses in the structure and use of the literature to undergraduates in science and technology. He is still involved in education for librarianship at sub-professional level, and has organised a Directed Private Study course for intending professional librarians.

S.A. MALAN

B.A., M.A., H.Dip.Lib., D.Litt., F.S.A.L.A.

Dr Malan majored in Afrikaans and German before studying librarianship, and was awarded his doctorate on presenting a thesis concerned with Afrikaans orthography. He worked in university and special libraries in South Africa before becoming a lecturer in library science in 1956. He returned to university librarianship between 1962 and 1967, at which time he was appointed to his present Chair of Library Science at the University of South Africa. He is a former President of the South African Library Association, and long serving member of its Committee for Education and Research.

EDWARD R. REID-SMITH

B.A., Dip.Adult Ed., M.Ed., F.L.A., A.L.A.A.

Edward Reid-Smith began his career in public libraries in England from 1946, and has also been a librarian in Egypt (with the British Army), Cyprus (with the British Council), and Afghanistan (with Unesco). He was a part-time tutor with the National Extension College, Cambridge (in education and in librarianship) for external students, and a full-time lecturer in librarianship at Manchester Polytechnic. He was appointed Principal Lecturer in library and information science at Riverina College of Advanced Education in 1974. Mr Reid-Smith is a member of the Standing Committee of the Section on Library Schools of IFLA, and of its working group on the Equivalencies of Qualifications. He has edited and published Research in Librarianship since 1965, and has a special interest in adult education. He is currently engaged in research and development of external studies.

PETER J. SMITH

B.Psych (Hons)., Grad.Dip.Admin., Dip.Ed., M.Ed.Admin., M.A.P.S.

Peter Smith entered the field of external studies at Riverina College of Advanced Education from a background of teaching and applied research in both industry and tertiary education. He has been Co-ordinator of External Studies since 1977, and prior to that had been Research Officer within the College's Division of External Studies. Currently secretary/treasurer of the Australian and South Pacific External Studies Association, Peter is one of the foundation contributors to its new international journal Distance Education. He has published some dozen papers on distance teaching, and on the possible effects of further expansion of admissions to Australian tertiary education institutions. His current interests lie in the support systems necessary for successful expansions of admission, and in theoretical and practical developments of distance teaching materials. Peter is Director-Designate of the Department of External Studies, Capricornia Institute of Advanced Education, Rockhampton, Queensland.

Digby HARTRIDGE

Isolation and the external student in library science

Off-campus students tend to suffer from their isolation from lecturers and other students. This handicap can be compensated for by the lecturer making a positive effort to establish a personal link with each student, by making full use of residential and field work contacts, by the formation of local study groups and by students forging their own links with local librarians. Geographically isolated students require extra tuition.

(author)

ABSTRACTS OF PAPERS

Joan BREWER

External studies in school librarianship at Adelaide College of Advanced Education, South Australia.

The article describes the situation in teaching school librarianship externally in South Australia in 1978. It outlines the methods used, ranging from the use of tape recordings to lecturers' visits to country centres and some compulsory attendance on campus for students. Problems are discussed, particularly difficulties in communication.

(author)

Frances Laverne CARROLL

External studies in librarianship in Western Australia.

Nedlands College co-operates with Mt. Lawley Teachers College in a reciprocal arrangement whereby external students may use appropriate subjects offered by either institution. The Department of Library Studies has the task of providing subjects in library studies to external students, and participates in the annual summer school. In the field of library studies the College offers a fourth-year B.Ed. degree and a three-year Diploma of Teaching (Teacher-Librarianship). An extension programme offers an Associate Diploma in Library Media in Bunbury Advanced Education Centre, Western Australian Institute of Technology. A profile of students in this course is given, the extension facilities are described, and costs and problems of the programme noted.

(E. R-S.)

Kay Emma FROST

School librarians and continuing education: the external mode at the Gippsland Institute of Advanced Education.

The College was established as a regional vocational institution, and courses offered by the School of Education (which includes the Department of School Librarianship) may be taken by both internal and external students. Courses in school librarianship (at B.Ed. and Associate Diploma levels) were first offered in 1975, and require supervised Practicum in a school library and approved fieldwork in addition to coursework and residential schools on-campus. The courses attract mature students who are highly motivated, and the matter of self-paced study is raised. The external mode at Gippsland is described in detail, and the high budgetary and staffing needs are noted. A cell-group structure was adopted in 1975 for students. The needs and training of external lecturing staff are discussed.

(E. R-S.)

D. Elaine HAWORTH

External study for librarianship; a feasibility study.

A feasibility study, undertaken in 1976 by the Department of Librarianship, Royal Melbourne Institute of Technology, is reported. The possibility was investigated of offering the Department's three-year Diploma of Librarianship (already offered by on-campus study) by external study also. It was concluded that feasibility was demonstrated of offering externally all subjects, with the possible exception of one elective; but that a high degree of on-campus attendance would be required. The cost of offering the course externally was estimated.

(author)

Roy LUNDIN and Michael FONG

An innovation in partnership.

The College was requested in 1976 to offer externally the Graduate Diploma in Teacher-Librarianship. This resulted in a formal arrangement in 1978 whereby a pilot project was organised by Kelvin Grove College (in Brisbane) at the Darwin Community College. Part A of the course was offered in Darwin consisting of fourteen weeks of lectures and three weeks of school experience. Five lecturers from Kelvin Grove each spent a week in Darwin, as did three special guest lecturers. Local lecturers in Darwin had prime responsibility for the implementation of the course, though Kelvin Grove materials were largely used. It is envisaged that Darwin would in future offer Part A internally, and that Kelvin Grove would offer Part B externally. The experiment is discussed in some detail.

(E. R-S.)

A. Rennie McELROY

Directed Private Study: some applications in further and higher education.

The essential features of the Directed Private Study (DPS) teaching method are described. Some problems currently facing tertiary education are identified and the possible use of DPS in the solution of these problems in considered. Specific reference is made to the use of DPS in librarianship. It is concluded that DPS is an effective teaching method in tertiary education, and is a considerable force in developing professionalism and maturity in attitudes towards work.

(author)

S.I. MALAN

Education for librarianship by teletuition at Unisa.

The long-established University of South Africa (Unisa) decided in 1945 to continue its existence as an institution catering solely for external students, and in 1955 introduced courses in librarianship by this mode. Courses have been restructured several times, and now exist at several levels up to a doctorate. The new educational philosophy is described in detail; this has resulted in the division of the curriculum into bibliology, information science, readership, and library science. There are some 1,000 external students of librarianship at Unisa; tutorial methods consist of study guides, tutorial letters, correspondence, audio-visual materials, and professional literature. Residential Schools are not held, though in teletuition staff do visit certain cities to meet groups and individuals. Problems in, and advantages of, teletuition are noted.

(E. R-S.)

Edward R. REID-SMITH

A survey of some philosophies and practices of external studies

This paper sketches some aspects of provision of general (i.e., non-librarianship) courses in Britain, America, Canada and Australia. The U.K. model of involvement of professional associations in vocational examination is noted, and the provision of library science courses in Australia lightly touched upon. London University began in 1836 as a purely examining body, and the Open University in 1969 as a teaching and degree-awarding institution. Three models of external degrees (extension, adult and assessment) have been provided in the U.S.A. There are psychological problems in coming to terms with the opportunities of distance education. In Australia the Queensland model employs separate academic staff for internal and distance teaching, whereas in the New England model academic staff teach by both modes and there is a separate administrative division for external studies.

(author)

Edward R. REID-SMITH

The development of external courses in library and information science at Riverina College

Courses in School librarianship were suggested in 1967 by staff at the Wagga Teachers' College, and generalist courses in library science were offered by Riverina College (a regional multi-purpose institution) in 1975. Distance education is not a separate phenomenon but part of the whole educational process. An important function of a college is solving problems which inhibit learning, and the provision of learning materials and experiences is part of this work. The first lecturers transmitted a philosophy of international librarianship, and external students have come from all Australian States and some neighbouring countries. Study is not usually of first importance to external students as families and employment must take priority. Although there has been a lack of adequate resources the development of external study facilities has continued to improve.

(author)

A SURVEY OF SOME PHILOSOPHIES AND PRACTICES OF EXTERNAL STUDIES

By Edward R. Reid-Smith

In July 1978 I invited a number of lecturers in librarianship to contribute papers to a proposed monograph on external studies, with the intention that it would be published prior to a more general colloquium announced to take place in Victoria in December 1978. That colloquium, organised by the Education for Librarianship Section of the Library Association of Australia (L.A.A.), included as key speakers Mrs M. Trask on "External studies in librarianship", and Ted Flowers with Neil Radford on "Accreditation and the L.A.A.". It had occurred to me that the voices which the profession ought also to hear were those of people actually offering external courses, and so the present monograph was conceived as the first of two designed to deal with the topic. As it happens the profession seems not to have been enthusiastic about the seminar as a whole, for it was unfortunately cancelled due to lack of support.

Contrasting with this is the considerable and continuing evidence of widespread interest in the practice of external professional education. There is a heavy demand for places on external courses both worldwide and in Australia, and a whole generation in which universities and colleges of repute have added this mode to their internal facilities. The University of London began in 1836 purely as an examining body, and its degrees have worldwide standing regardless of whether an individual person studies privately or at a college or takes a correspondence course. There is no doubt that this university has exerted a powerful influence also on professional education in Britain and the Commonwealth. The Library Association (L.A.) in London conformed with the norms of professional educational development[1] and in turn the L.A.A. adopted the L.A. precedent in many respects.

One of the norms of British professional education is the progression of stages through which such associations pass, and this has been particularly noticeable in the case of the 19th Century "new" professions such as accountancy, engineering, librarianship, and architecture. Because of a desire to obtain "status" it was usual for the form of incorporation to be legalised not through the usual laws but by petitioning for a Royal Charter. Included in the provisions of such documents of incorporation would normally be a facility for setting examinations leading to various categories of membership of the particular association, but no monopoly of examination in professional subjects was given. Indeed, in the case of accountants in particular several professional associations were founded, and incorporated under different laws.

Some professional associations not only set examinations but provided tuition towards them; often this was on a correspondence basis. The case of The Library Association of the U.K. (founded in 1877 and incorporated by Royal Charter in 1898) has been examined elsewhere[2] and is typical of such bodies except for its working relationship with the Association of Assistant Librarians. In Australia the Royal Charter was sought very late in the history of professional associations, being granted in 1963 as part of a conscious status-building programme. Although the usual provision for holding examinations was made, the L.A.A. has never itself offered formal tuition however. Indeed, at the time of incorporation of the L.A.A. the possibilities for wider full-time vocationally-oriented tertiary education were imminent in Australia, as they already were in the U.K. (and had existed in the U.S.A. for very many years).

The L.A.A. modelled its examinations structure on that of the U.K., and issued guides to them in the form of syllabuses and book-lists. Tuition was offered by some State Libraries, but those not studying entirely on their own outside the State capital cities enrolled in the correspondence guidance offered by two librarians. These were John Hirst in Sydney and Mrs. Joy Sheehan in Melbourne. Mrs. Sheehan (in 1979) continues to offer such guidance and is now not only the sole means of such help for students attempting the L.A.A. examinations (due to be phased out by 1980) but may be seen as having made an important contribution to professional education over a number of years.

However, the introduction of widespread vocationally-oriented tertiary education through the establishment of colleges of advanced education in the late 1960's and early 1970's in Australia, similar to the polytechnics established in the mid-1960's in Britain, gave an opportunity for the profession to move away from the L.A.A.'s examinations. On the whole the universities in Australia have not espoused librarianship, and only Monash University currently follows the lead of the University of New South Wales. Indeed, the two universities illustrate the present difficulties in creating an Australian identity. The University of New South Wales followed the British pattern of offering a graduate diploma as a first qualification (later offering master's degrees), whilst Monash University under its foundation professor, Jean Whyte, instituted a new approach by offering a research master's degree to persons with a "recognised" qualification in librarianship. The University of Adelaide also briefly offered a graduate diploma on the British pattern, but the department was phased out only a matter of weeks after its course was "recognised" by the L.A.A.

Professor Jean Whyte's welcome innovation at Monash University did not, however, then also follow the North American pattern of offering a two-year taught master's degree as a first professional qualification. Although part-time students at Monash are somewhat scattered geographically, they must be within a reasonable travelling distance of the University. The same may be said of the University of New South Wales. This has the effect of restricting access to these library schools in a country where distances are very large, although it is also true that Australia's population tends to be concentrated in the capital cities on the coastal strip.

We may ask how it arose that a few key figures in the L.A.A. have given that Association the reputation for being opposed to external studies,[3]

when so many of the members are in favour. This is particularly strange perhaps at a time when modern librarianship is multi-media, offering the possibility of multi-media study facilities in librarianship which make the traditional concept of sitting at the feet of the master less literal. Books themselves, of course, lessen the need for physical proximity of "lecturer" and "student". It is difficult to justify libraries providing study materials to students of other subjects, but at the same time to maintain that librarianship could not be taught externally.

The reluctance to accept external study as a valid mode cannot, it seems, have been based on purely educational factors without saying that either (a) librarianship is different, or (b) the existing provision of external study facilities is ineffective. In the former case, the argument of uniqueness has been put forward at various times for other professions also.[4] An appropriate response seems to be that it is precisely to overcome problems that study of a subject may better be made through an educational institution than purely privately. A major task of the educational institution then becomes problem-solving on behalf of the student. In the latter case (of saying that existing provision is ineffective), this would condemn such respected academic institutions as London University including its Commerce Degree Bureau; the Eotvos Lorand University in Budapest and many other universities in Socialist countries; the Universities of New England and of Queensland in Australia; the University of South Africa; the University of New Delhi; the Open University in Britain; and Columbia University and others in the U.S.A.

During the past hundred years or more, there have been many models of external study for qualifications. We have already mentioned the 1836 London University pattern of acting as an examining body in order to validate academic awards. Allied to this concept are the functions of the C.N.A.A. (Council for National Academic Awards) in Britain, which is legally empowered to validate degrees offered by non-university tertiary institutions in the U.K. In Australia, the degrees and diplomas of Colleges of Advanced Education must first be approved by the appropriate State education body before being forwarded to the national Tertiary Education Commission for accreditation and funding. If so accredited, the award will be registered with the legally-established Australian Council for Awards in Advanced Education. The modes of study (internal and/or external) are also approved. In both Britain and Australia the actual assessment of students is carried out by the individual Colleges, and the C.N.A.A. and A.C.A.A.E. act as legal validating bodies.

At its inception the University of London was nothing more than a governmental examining board which conferred degrees. Candidates had to produce certificates showing that they had followed a course of instruction at an approved institution (from 1849 anywhere in the British Empire) before admission to the examinations. In 1858 this requirement was dropped and matriculated students were admitted to examinations whenever they paid the appropriate fee. Despite the introduction of internal tuition in 1900, the twin features of examination of external students and the fostering of university colleges throughout Britain and the former Empire have remained unique achievements.[5] The resulting multiplicity of profit-making "correspondence colleges" indicates the educational needs of a changing society in the nineteenth and twentieth centuries in the English-speaking world.

In Britain, the National Extension College (N.E.C.) was set up in the 1960's as a non-profit educational body whose purpose was principally to offer tuition towards the awards of London University (a common service by "correspondence colleges") and certain other examinations. In the early 1970's came an experimental break with its initial limitations, when tuition was offered towards the Library Association's registration examination. A second experiment was to allow an overseas librarian (in Switzerland) to enrol. The author acted as the first tutor for this student, who subsequently gained high marks in the examination. Apart from this flirtation with librarianship (although in the late 1960's the N.E.C. had asked the author to act as tutor in bibliographical studies for the London University B.A. degree), the College is worthy of special mention for three basic features:

(a) Tuition is personal between tutor and student; no formal correspondence course is sent out as the tutor acts as guide.

(b) The tutor is allowed only a handful of students (preferably within easy travelling distance) to ensure that guidance is personal.

(c) The student works at his/her own pace allowing for domestic and personal factors, and applies for admission to London University (or other) examinations only when ready.

In Britain, actual tuition for the examinations of professional bodies has been traditionally offered mainly by "correspondence colleges". That the universities have not entered largely into this has been due to the general élitist concept of higher education; until recent years the number of universities has been small. Only a small percentage of school children entered the universities until a system of students' grants ("wages") was instituted, and indeed until the school-leaving age was legally raised and more children continued voluntarily until 18 years. The percentage in Britain is still small compared with some other countries.

The Colleges of the 19th century, later to become the great civic universities such as Manchester, Birmingham and Bristol, were indeed concerned to widen availability of continuing education, but largely by means of university extension and W.E.A.-associated classes. In the early 1960's came the politically-inspired concept of a College of the Air, using the electronic means of radio and television to facilitate home study. (Much preliminary work for this was undertaken by Nottingham University and the National Extension College). This concept developed into reality with the legal establishment of the Open University in 1969, which enrolled its first intake of 19,600 students in 1971. "The Open University is a fundamentally new kind of educational system. It has accepted part-time mature students of disparate backgrounds and abilities, who wish to study for degrees in their own homes. Its teaching resources utilise a variety of media including correspondence materials, television programmes and radio broadcasts".[6]

In addition to the correspondence materials, home kits, radio and television programmes, and study centres where students may voluntarily meet each other, their local academic tutors and study counsellors, there are one-week compulsory residential schools held on the premises of various other universities throughout Britain. These schools cater for several hundred students and allow contact with the central academic staff, as well as use of

laboratory and library facilities. "They can provide opportunities for special project work in, for example, the Social Sciences. They enable large scale exhibitions to be set up, and visits to be arranged to places of cultural or scientific interest. They provide a forum for mass discussion on matters of difficulty or dissention. They enable distinguished visitors to give invited addresses. They provide opportunities for setting and discussing and evaluating special homework assignments. They provide opportunities to re-run radio and television programmes that students may have missed. And they provide additional opportunities for members of staff to engage in diagnostic and remedial teaching".[7] It should be noted that many of the 300 or so study centres also have collections of the radio broadcasts in recorded form.

Study for an Open University degree calls for home study for about twelve hours per week during the academic year (of nine months) in each course credit. Six such credits are required for an ordinary degree and eight for an honours, and students may not take more than two credits each year. (There are a few half-credit subjects). The student controls the rate of completion of the degree according to time available. However, as conventions of academic sessions and other administrative devices and regulations have to be adhered to, it is not in its operation an example of the "Keller Plan" of individualised learning.[8]

"The external degree exists in foreign countries almost entirely to deal with scarcity of educational opportunity; this scarcity may be general, as in England, or specific, as in Australia where segments of the population live far from a university. In the United States on the other hand, the motivations which foster interest in the External degree ... are mixed and complex".[9] The first type of "external" degree offered in the U.S.A. was the extension degree. This consists of the same degree courses as taken by normal internal students, but at a place and/or time more convenient for those who cannot become traditional full-time on-campus students. Some minor modifications of the programme may be made, and additional non-traditional facilities such as television may be offered (as, for example, by Harvard in its extension B.A. degree). The extension degree may represent either an opportunity for disadvantaged students to take the traditional existing course, or be deliberately conformist in order to avoid possible criticism that "different" means "of less worth".

A departure from this position is represented in the U.S.A. by the adult degree, instituted in recognition that courses should be specially designed to cater for the maturity of mature students. Methods of tuition and assessment may differ from traditional degrees, but must always recognise not only accepted academic standards but also the differences between those with experience of life as adults and the normal 18 year olds still on the threshold A development of this is the assessment degree, where certification of competence is the main feature and the means of acquisition less central. Most American students in assessment degree programmes are mature adults, though in fact the principle may be applied to degrees for younger people. The assessment degree allows recognition (inter alia) of existing experience and accomplishments, which are after all essential requirements for earned honorary degrees and some higher doctorates.

In the United States there have been hundreds of developments to remove the unnecessary constraints of traditional tertiary intramural institutions,

resulting in a considerable variety of models. It is difficult for most people embedded in "traditional" universities (such as Sydney or Melbourne in Australia, or Oxbridge in the U.K.) to escape from the mental set into which they have been pressed. This is no reflection on the individuals locked into the old systems, but despite verbal willingness to accede to the feasibility of external studies it would seem almost impossible under normal conditions for such a person to acknowledge actual satisfaction. (An example of the psychological difficulties with which such academics may have to contend was evidenced by the L.A.A. After several years of discussion within its Board of Examiners - later the Board of Education - and a partial acceptance of external study in principle, as late as 1978 the matter was still included amongst other topics in a talk on the Board's "Too Hard Basket".)

This problem also existed in the U.S.A., where one director reported: "Another [problem] is the internal agony between the forces of change and the forces that hold the line, and the ability of people to tolerate the ambiguity of a new program ... There's a tremendous amount of anxiety and unrest and suspicion".[10] Yet prestigious institutions such as Empire State College, the New York State Board of Regents, and the Extended University of the University of California, are accepted by some and rejected by others. There is, too, a predisposition to accept distant models but to insist that one's own university or profession is somehow "different" and more difficult.[11] This we must accept as being a normal reaction. People are rightly concerned with standards, though where concern shades into obsession may be difficult to determine in practice.

An undue concern with "standards" may well be encouraged by the existence of parallel internal and external learning modes. The literature of teacher evaluation is vast, but the internal student is not failed in an assessment on the grounds of poor teaching. Yet in the case of an external student, allegedly poor correspondence packages may be advanced as a reason for not approving "courses" even though students may pass on an assessment equivalent to that taken by internal students. The independently-operated external university may still be the object of grave suspicion, but does not suffer from this paradox of subconscious double standards.

The Open University in Britain has largely overcome the initial prejudice of those concerned with standards; time and other factors have played their part.

Athabasca University is the only one in Canada (and possibly in North America) set up on the Open University principle of having only external students, though it is distinctly an Albertan rather than a national institution. Unlike the Open University in Britain, Athabasca uses some instructional materials produced elsewhere; this is partly a recognition of its "tentative and shaky experimental start" in a thinly populated state.[12] Home study courses may be started at any time and students use them at their own pace, though active enrolment times are prescribed in which to complete them. Admission is open to all residents of Alberta (and a few named areas outside) over 18 years of age up to 3-year first degree level, with a high amount of flexibility of subject combinations allowed. Packaged learning materials may include textbooks, study guides, workbooks, cassette tapes, and radio and TV programmes. Telephone tutorials and toll-free access to tutors are an important link.[13]

To Australian readers the Universities of New England and of Queensland need no introduction. Both take internal and external students, and are internationally prestigious. No doubt this stems in part from the consciously high standards maintained, but also from the decision that both internal and distance courses are similar. This makes more difficult any suggestion that different curricula and assessment means that one mode (and therefore award) is inferior to the other. However there is one important difference affecting staff. The University of New England lecturers have both internal and distance students, and the Department of External Studies under its Director is purely an administrative unit. At the University of Queensland, however, the distance and internal teaching are separated. There are advantages in both systems, the Queensland model allows staff to concentrate on one group of students, avoiding the constant feeling of doing two things at once as where both modes are offered by the same lecturer. Furthermore, only staff who are specially interested in developing a different learning facility may be employed. Not everyone has the interest or the skills to develop materials and methods for external students.

The New England model has been adopted by most Australian institutions offering both modes: the same academic staff offer a subject to both internal and distance students. This appears to avoid duplication of staff and helps to maintain parity (at least in the eyes of some critics). Residential schools on campus, and perambulations by staff, help to maintain staff/student contact. An expertise has been evolved which attempts to balance frequent communication with independent learning.

External study (distance education) has a long history, and is exemplified by many models. It has its detractors and its special difficulties, but it is going to be a growth area in the 1980's. Are we mature enough to respond to the opportunities?

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PART I

SOME OVERSEAS EXPERIENCE

DIRECTED PRIVATE STUDY: SOME APPLICATIONS IN FURTHER AND HIGHER EDUCATION

BY

A. RENNIE McELROY
DEPARTMENT OF LIBRARY AND INFORMATION RESOURCES
NAPIER COLLEGE, EDINBURGH, SCOTLAND

DIRECTED PRIVATE STUDY: SOME APPLICATIONS IN FURTHER AND HIGHER EDUCATION

By A. Rennie McElroy

THE NATURE OF DIRECTED PRIVATE STUDY

Directed Private Study (DPS) frees the student from the constraints of a traditional timetable and of the need to study in a specific time and place. The DPS student works through a series of academic assignments, reading, writing essays and reports, perhaps undertaking some practical work, in his own time and largely at his own pace, under the continuing guidance of a college-based tutor and according to the pattern set out in a purpose-designed work programme or study guide. This paper will describe the main characteristics of a DPS course, and will consider some of the advantages of this teaching method, and some possible applications.

Variously called "distant learning", "distance education", "teaching at a distance", and "external study", DPS is the principal teaching method of the Open University in the United Kingdom. Holmberg (1) gives a full description of DPS; Hartridge (2,3) and McElroy (4) have described its application to librarianship.

The essential elements of a DPS programme are student, teacher, and study guide. Typically, the DPS student works through the programme of work with only occasional direct access to his teacher and his student colleagues, from whom he may be geographically remote. He may be dependent on local resources for access to learning materials. The teacher designs the programme of work and maintains contact with the student during his studies. The study guide provides an outline of the work, the reading to be done, the essays and practical work to be completed.

DPS is obviously useful when the student is some distance from the study centre, or when family and/or work commitments make it impossible for him to attend a traditional course, but it may be employed with advantage in selected sections of more traditional courses to offer students freedom to investigate specific areas of interest in depth, and to develop a degree of independence in selection of study materials and in study techniques. The whole, or a part of a course may be presented in the DPS mode.

STUDY GUIDES

Study guides represent the student's work programme, and thus set the pace and pattern of the course. The study guides divide the syllabus into

sub topics, and set the student a programme of work that will lead to his investigating and understanding each topic.

A study guide might consist of a selection of readings and reprints chosen for their inter-relationship and graduated treatment of a topic, but many DPS courses use other media as well as the printed word. Tapes, slides, and records are common, and in the UK, the Open University makes great use of broadcast material, on radio and television. It is noteworthy that many students express a preference for printed material and traditional textbooks. In addition to this "input" material, most study guides require the student to demonstrate his understanding of the subject by setting periodic essay, reporting, or practical assignments for submission to the teacher.

At its simplest, the study guide may be an annotated bibliography, providing the student with an ordered list of references. In this case, it is necessary to provide a range of references in each section, to give the student a choice of material, to relieve pressure on study centre libraries, or to facilitate the use of local non-specialist libraries distant from the centre and lacking its collections in depth. The DPS course in librarianship described by McElroy (4) is based on bibliographic study guides.

In devising study guides, it is necessary to expose the student to a wide range of material; textbooks, journal articles, reports; and to encourage him to identify and use further, or alternative material by himself. This is particularly important in the case of the student who may have fairly restricted access to library facilities, bookshops etc., or who has strong individual interests within the syllabus which he wishes to pursue at greater depth. Many study guides provide basic guidance on how to retrieve suitable references from the literature for these reasons.

The study guide must compensate for the student's lack of regular, direct access to the teacher. In addition to basic background information, it must provide coverage of major schools of thought and differing interpretations of controversial subject matter, in this respect fulfilling the role played by the teacher in the traditional course's tutorials and seminars. Material of this nature is generally located in journals rather than textbooks, and the DPS student must be willing and competent to tackle this more difficult work.

Fresh material must be introduced to the study guides as frequently as possible, and while the standard texts may change only gradually, every effort must be made to update back-up material regularly.

DPS AND THE TEACHER

In a very real sense, the teacher is an academic enabler on a DPS programme, and must adopt the apparently contradictory roles of confidant and slave-driver in addition to that of instructor.

The teacher is responsible for producing the study guide, for selecting students, and subsequently for the rate and quality of their academic progress. He must establish both a personal and an academic relationship with students, and maintain communication with them at the formal and the informal level. Such communication must become a free, natural, two-way process if the DPS student is to succeed.

Regular reports or essays submitted by the student provide a formal academic communications link and allow the teacher to check progress, identify areas of special difficulty, and provide such assistance as may be necessary. Depending on student numbers and geographical factors the teacher may arrange a series of seminars on the major topics of the syllabus. At these, he will seek to act as the contents page of a text book, indicating areas for further study, rather than fulfilling the traditional role of substitute for the text itself. Such seminars serve to bring the DPS students together, permitting them to exchange experience and develop an esprit de corps. Seminars provide an opportunity for further checks on progress and level of understanding. Seminars are not essential, but some face to face contact between student and teacher is desirable from time to time during the course, otherwise the student feels isolated and may easily become discouraged by academic problems, even to the extent of abandoning his studies.

Good communications are of the essence. In addition to submission of formal work and attendance at tutorials, the habit of communicating regularly, and at need must be engendered. A brief telephone conversation can often solve an academic problem and restore confidence and direction to the student, but he must be brought to that point where he will make the telephone call willingly, without hesitation or embarrassment. Teachers must keep track of student performance and communication to ensure that students do not become discouraged and drop out silently. Student-student links are also important, allowing exchange of work experience, discussion of common problems, and the cementing of friendships through the morale-boosting effect of talking to people with similar problems.

Throughout a DPS programme, counselling of students is of great importance, beginning during the student selection process (when applicants must be informed of the nature of the demands to be made upon them, and of the likely work load), and continuing until the programme and the attendant examinations are completed. Counselling covers all academic activities; interpretation of topics, book selection, study methods and allocation of time, and may also include socially and psychologically orientated counselling to help a student through periods of difficulty and despondency.

DPS AND THE STUDENT

DPS permits the student considerable freedom of choice in terms of how, what, and when to study, demanding primarily that he reach a certain standard or state of knowledge in his own way. Within broad limits, the student sets his own pace and allocates priorities to specific topics in the syllabus according to both his tutor's guidance and his own interests; needs, and inclinations. He has time to select further and/or alternative study material should he wish to do so, and can thus fashion the overall programme of work to his own strengths and weaknesses, likes and dislikes. To enable him to do this sensibly and conscientiously, the student must be intimately aware of the objectives and subject coverage of the course from the outset. Objectives, syllabus, and assessment methods must all be clearly identified at the earliest stage and communicated to the student.

In return for the degree of freedom granted, the method makes considerable demands on the student. He must often work alone, which demands considerable academic self discipline (as any self-employed person will confirm), and he must develop and rely on his own critical faculty to help him select and

digest new material to a far greater extent than the student on a traditional course. Furthermore, in the case of DPS being used to overcome geographical problems he may have to identify the location of, and obtain access to, prescribed study material on his own. Non availability of specific materials may require him to identify suitable alternative reading on his own.

In selecting students, motivation and commitment are important factors, and may be a more reliable guide to subsequent performance than paper qualifications. The effects of being made responsible for his own study patterns and progress, and of being brought into close and continuing contact with the literature of his subject are to heighten the student's critical faculty and his ability to solve academic problems.

These factors, and the increased maturity brought by increased responsibility have important implications which will be considered more fully at a later stage.

APPLICATIONS FOR DPS

DPS programmes could help resolve some of the problems currently facing further and higher education. Potential applications exist in ab initio professional education, continuing education, and in the developing field of education for leisure.

This is a time of widespread dissatisfaction with traditional patterns in education; dobut is expressed by educationists, practitioners, students, and governments about the validity of many established theories, and the efficacy of prevailing techniques and systems.

Criticisms most frequently voiced are that courses are rigidly constructed, allowing little opportunity for the exploration of topics of related interest, and that syllabus designers are slow to incorporate new material into their courses. Teachers rely too heavily, it is said, on the traditional lecture-examination structure, and with few exceptions ignore or pay only lip-service to other learning methods.

Increasingly, students demand control over part of their curriculum and wish to select study materials and methods themselves. They ask for time and opportunity to study individual topics which interest them in greater depth than the standard curriculum and the traditional teaching timetable permit. In a traditional course, it is difficult to provide such flexibility and still maintain the cohesion of the study programme and preserve the integrity of the original objectives.

Educational administrators, in government and in the colleges and universities themselves are concerned at the cost of education, at low staff: student rations, and at the apparent under use of expensive material and human resources. In Western Europe, demographic factors cause grave concern. It has been shown (5) that numbers entering higher education will peak in the early 1980s and then fall sharply, leaving a serious surplus of educational resources unless new students can be attracted.

Education for change and recurrent education, or education permanente are concepts currently engaging the energies of educationists. So far however, few people have enrolled, places on courses remain unfilled, and the great vision of an education orientated society has not materialised.

Practitioners in many subject areas are worried about the communications gap existing between industry, social services, and the professions on the one hand, and education on the other. 'Graduates have knowledge but little idea of how to apply it' and 'Graduates have little understanding of the ethics, practices, and responsibilities of work' are well-known complaints, and it must be admitted that despite the efforts of both sides, the establishment of advisory committees, standing colloquia, and the secondment of lecturers to industry, this communications problem has not been satisfactorily solved. Practitioners still feel that educationists are unaware of the needs of the 'real world' and some educationists feel that practitioners take too narrow a view of the students' needs, and of the proper aims of education.

Experience of running a DPS course indicates that, while the study method is no panacea and makes very great demands upon students, it does go some way towards meeting the criticisms identified above.

DPS permits the student to study as and when he will (provided he reaches the end of the course at the appointed time). It allows him some freedom in deciding priorities, and selecting sub-topics for special attention. Freed from a lecture programme, he may, within limits, decide which topics are most useful or interesting, and which he will ignore. Discussion with colleagues suggests that most courses could be adapted to incorporate a proportion of DPS, thus permitting that degree of freedom of academic choice and flexibility that is currently demanded. Greater flexibility of assessments is also possible, as the constant teacher-student communication generated by DPS facilitates continuous assessment and allows teachers to place less emphasis on examinations. As an added advantage, the weaker, or less motivated student is identified much earlier in the course, as submissions to teachers begin almost immediately, and there is not a 12 week wait for the first set of examination results to indicate failures. Syllabus areas causing general difficulty may also be identified easily through the regular submission of work.

Implications for use of resources are far-reaching. A small number of teachers can control the studies of relatively large numbers of people working in the DPS mode, staff student ratios in the region of 25:1 being achieved even on professional level work. Teachers can control a large number of students because apart from occasional seminars, they contact the student only when he needs help. Staff are not forced upon the student regularly as on a traditional course; they are to the student as the books in a library are to the readers - available to be taken up and consulted at will, or as required.

DPS students make relatively few demands on spatial resources in colleges, and their book demands may be spread over a number of public and academic libraries rather than being concentrated on one institution, thus stocks which may have been relatively little used are brought into play.

Society has maintained the need for education for change for upwards of 15 years without ever doing anything very definite about making it a practical proposition for the individual. Availability of recurrent education is apparently desirable, if the pronouncements of various governments are to be taken seriously, yet no one has yet come forward with a definite proposal for creating real opportunities, opportunities which do not demand a considerable gamble on the part of the individual, such as giving up a job and a place on a career-ladder for the risk of a new course and an uncertain fresh start. DPS provides educational opportunity without risk as it is

easily compatible with full-time employment.

The technologically advanced societies are concerned that individuals should make profitable and constructive use of increased leisure time - a factor which reliable forecasts indicate will become more important with the introduction of new manufacturing technology and the increased and cheaper computing power offered by microprocessors. If suitable courses can be made available, the educational world could make a major contribution in this area. The very essence of leisure however, is freedom of action and choice in the use of time and therefore the provision of extra traditional courses, in whatever subject, will not serve. The new leisure orientated students must be free to study when they will, how they will.

Mature, busy people who might be attracted to education for change, and able, leisured people, to whom recurrent education might be attractive will not and cannot be forced into a traditional course, held to a timetable and a college building, but they may well be eager to devote themselves to a course if offered the relative freedom of the DPS mode.

In each of these areas of education for change and education for leisure, therefore, DPS could play an important part. Educational institutions could design a series of "core" DPS packages and make these, and the expertise of their staff, available to would-be students. It would be a simple matter to update such packages or to tailor them to individual needs if necessary. "Leisure students" need not be tied to time deadlines, and mature students need not be restricted in their access to courses by normal entrance qualifications. The Open University's experience demonstrates the futility of applying such restrictions to mature and highly motivated people.

In the UK, the years since 1963 have seen a great expansion of tertiary education following the Robbins report (6), yet paradoxically, although the number of places and the range of courses available have increased, the range of types of opportunity may actually have declined as the education system has favoured full-time courses aimed at the school leaver to the detriment of part-time and private study facilities, the single major exception being the establishment of the Open University. Those who fail to fit the standard pattern find it increasingly difficult to enrol in attractive and useful courses. We have concentrated overmuch on simple provision and administrative ease and have tended to forget that people do not fit conveniently into administrative boxes. The greater freedom of entrance and study procedure offered by DPS provides the opportunity to redress the balance and to cater again for able, motivated people who do not fit easily into the standard course pattern. Thus DPS could help us make greater use of educational resources, make our education system more responsive to change, and provide educational opportunity for a wider range of people.

Indirectly, DPS serves to break down the barriers between educationist and practitioner by enabling the student to contact people at work as well as college based teachers. By not concentrating students on a campus, there is opportunity for them to contact people other than their allotted tutors for advice and academic help. Typically, DPS students obtain advice from employers, practitioners, and from each other. As a result, practitioners, as well as teachers, become involved in the educational process, gaining knowledge of the student's work programme, and are therefore able to influence it, and contributing to his growing understanding of the subject. Used with students in full-time employment, DPS may aid communication between industry and education, helping each party to recognise and understand each other's objectives, problems, and methods.

In addition to being a satisfactory method of education per se, DPS develops the student's professionalism and creates, at an early stage, an attitude towards work, his profession, and personal development more often found amongst mature practitioners. By making the student rely on his own use of the literature of his subject, and by exposing him to all aspects of that literature, DPS builds confidence in the problem-solving capacities of the literature, and as a result the ex-student turns to the literature more frequently and more willingly to update himself and to solve specific professional problems. Accustomed to maintaining contact with professional colleagues and to learning from their experience, the DPS student is more likely to be drawn into the active life of his chosen profession. His critical faculty is sharpened by having to select and judge the reliability of his own study material, and as a result his capacity for analysing a problem, obtaining appropriate information, and applying information to make decisions, is enhanced. The self discipline required of the DPS student is a further aid to his developing maturity.

DPS AND LIBRARIANSHIP

Specialists in many subject areas complain that their subject is unduly constrained by prevailing education systems, and that the pattern set by traditional full-time courses in colleges and universities does not allow the character of the subject to pervade and influence the teaching of it. Reid-Smith (7) has shown how the education of librarians has been influenced primarily by the education systems of individual countries rather than by the real needs and characteristics of the profession. This author's own experience has convinced him of the close relationship between DPS and librarianship, and the resultant need to include at least a proportion of DPS activity in the future education of all librarians.

The demands made by DPS upon the student in the areas of identifying, selecting, and obtaining study materials are very closely related to techniques used by librarians in the fields of book selection, stock editing, information retrieval and reader's advisory work. The degree of bibliographic sophistication initially demanded, and later enhanced, by the DPS mode is also of great benefit to the librarian, and as a result, DPS may effectively be an education in librarianship as well as an education for librarianship, a unique and valuable blend of theory and practice.

Particularly in thinly populated areas, individual librarians are likely to be be widely scattered, and it is hardly economic to bring them together in one place for educational purposes. In most countries, however, the library profession is agreed that a higher overall standard of education in librarianship is required, and that more educational opportunities should be provided, both to educate to professional level the very large proportion of unqualified staff occupying professional posts (20% in UK (8)) and to provide updating courses and continuing education for others. If staff in post cannot be released for traditional courses, and if newly qualified staff cannot immediately replace the non-qualified, then adoption of a DPS programme could help resolve the profession's difficulty and create an almost immediate improvement in the quality of library staffs and library service.

SUMMARY OF CONCLUSIONS

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Reference has already been made (2,3,4) to the use of DPS in ab initio professional education. In addition, Reid-Smith (9) has set out the case for

DPS, or "external study" in continuing post-professional education. All authors comment on the ability of this teaching method to develop professionalism as an attitude of mind and to orientate the student towards a permanent and continuing process of self education and updating in addition to achieving the specific objectives of a single course.

Beard (10) states that a major objective of higher education is to increase private study efficiency. DPS provides opportunity for such improvment by emphasising learning and studying rather than passive listening to lecturers. By making the student clearly responsible for his own progress, it fosters a mature approach to problem solving and the habit of continuing contact with new developments and techniques.

DPS is, of course, ideally suited to the student who can only study privately, for social or geographical reasons, but it is not solely a study method for the deprived. It has a major contribution to make to all educational programmes, and may play a significant role in extending the scope of our education system, and in shaping the abilities and attitudes of students to work and personal development.

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EDUCATION FOR LIBRARIANSHIP

BY TELETUITION AT UNISA

BY

S.I. MALAN,
PROFESSOR OF LIBRARY SCIENCE,
UNIVERSITY OF SOUTH AFRICA,
PRETORIA, R.S.A.

EDUCATION FOR LIBRARIANSHIP BY TELETUITION AT UNISA

By S.I. Malan

In 1973 the University of South Africa (Unisa) commemorated its birth as the University of the Cape of Good Hope a century ago.

This institution by the time of World War II consisted of a number of constituent colleges and offered various courses of study through its central office in Pretoria by means of extramural studies. This was done by a system of correspondence.

When by 1945 the last of the constituent colleges sought independence, Unisa had a choice either to terminate its existence as an institution for tertiary education or to depend solely upon its correspondence function for survival. The latter course was accepted notwithstanding strong opposition from the older and the then independence seeking university colleges. Considering also the relatively few enrolments its correspondence courses until that time had attracted, the future as an institution of higher education, based solely on such a function, remained dubious.

The decision, however, was thereupon taken to continue as a university catering for non-residential students of all races by means of correspondence courses offered by an academic staff. From the beginning these courses were conducted on a two way basis providing tutorial material for the students through existing postal services and requiring such students to participate by submitting answers to assigned work and to sit for written examinations at the end of each year.

Initially Unisa offered courses in the humanities only. In the late fifties, however, courses in chemistry and physics were added. For such courses only students employed in laboratories or having laboratory facilities at their disposal were accepted. Today students in chemistry are in addition required to attend an annual three weeks laboratory course at headquarters.

In 1955 Unisa introduced courses in the education for librarianship. In doing so it became the third university in the Republic of South Africa (RSA) to do this. The universities of Cape Town and Pretoria respectively in 1939 and 1946 launched residential courses in librarianship open to persons inside as well as outside (i.e. not members of staff) these institutions. The only other local facilities for education in this field existed since 1933 in the

form of correspondence courses offered by the South African Library Association established in 1930.

The qualifications offered by these two universities consisted of one year post-graduate diploma courses. Those of the SALA were open to matriculants as well as graduates. In 1952 the SALA changed its regulations regarding admission requirements so that matriculants could complete the Elementary and Intermediate Certificates in Librarianship while only graduates could proceed to the Final Certificate which led to the Diploma in Librarianship of SALA after two years experience in library work and a knowledge of two languages other than the two official languages. Dutch and Flemish were not accepted for this purpose owing to their close relationship to Afrikaans, one of the official languages, the other being English.

In 1948 the University of Pretoria was the first South African university to offer a bachelors' degree in library science. This was a three year post-matriculation degree. In 1955 Unisa was the first university in the RSA to offer a four year Bachelors' degree in Library Science officially designated Baccalaureus Bibliothecologiae and abbreviated to B.Bibl.

In the same year Unisa also offered a post-graduate Diploma in Library Science. In 1967 this was renamed a Higher Diploma (HDLS). The B.Bibl. as well as the HDLS were in 1963 accepted by the SALA as conforming to their standards for basic professional education.

In addition a Lower Diploma in Library Science (LDLS) was offered in the initial year as a two year post-matriculation qualification. Later a one year Certificate in School Library Science (CSL) was added.

The SALA, in 1962, officially transferred its courses to Unisa after the latter had agreed to comply with all SALA's requirements as laid down in its Standards for Library Education, especially with regard to the appointment of teaching staff holding qualifications acceptable to the SALA.

Since relinquishing its training courses the SALA has acted as an accrediting body. Apart from another type of correspondence course later introduced by the SALA open to all Southern African Non-White students holding a standard eight school certificate only, the education for library and information work on the basic level of four years post-matriculation (B.Bibl. and HDLS) as well as on the para-professional level of two years post-matriculation (LDLS), is solely in the hands of the universities. Negotiations are at present carried on for the transfer of library education on the para-professional level to the colleges of advanced technical education. These colleges may be equated to the Australian Colleges of Advanced Education and the British polytechnics.

In 1970 restructured courses for the B.Bibl., the HDLS, as well as the LDLS, were introduced to better conform to the requirements of the library profession in the country. Following Unisa's 1973 Symposium on the Renewal in the Education of Librarians and Information Workers (published in Mousaion II.2. Pretoria: Unisa, 1974) these qualifications were again in 1974 completely remoulded to conform to the needs for scientific foundation and professionalised content. In 1978 these latter changes were inaugurated.

Also in 1974 the School Library Science course was altered to conform to the criteria for such education as laid down by the Committee of Education Heads (CEH). This overarching body was created by the four provincial education departments and the Department of National Education of the central government inter alia to achieve standardisation of school educational requirements and criteria in the country.

The resultant Diploma in Special Education (School Library Science) (DSE/SL) was intended, not for the training of school librarians, but to enhance the ability of teachers, who have at least three years of teacher training, in their educational task. At present, teachers with the DSE/SL are nevertheless still employed as librarians. All teachers who hold this qualification are given salary recognition for it even if they are not employed as school librarians.

The same curricular contents of the DSE/SL are offered to graduates, persons with the LDLS or equivalent qualifications and to teachers with a two year teaching diploma in the form of a Certificate in School Library Science (CSL) which is not accredited by the CEH for teaching purposes.

Persons possessing either the pre-1978 B.Bibl. or HDLS of Unisa may proceed to a one year Honours Bachelors' Degree in Library Science (Honores Baccalaureus Bibliothecologiae - Hons.B.Bibl.) followed by a Masters in Library Science (Magister Bibliothecologiae - M.Bibl.) and a Doctor in Library Science (Doctor Litteratum et Philosophiae - D.Litt. et Phil., in 1972 changed to Doctor Bibliothecologiae - D.Bibl.). Those in possession of the new HDLS, which since 1978 has become a two year post-graduate qualification, can complete, in another one year study, the new B.Bibl. which leads direct to the M.Bibl. either as a research or as a study degree. Those who possess the new B.Bibl. only may also proceed direct to the M.Bibl.

EDUCATIONAL PHILOSOPHY

The philosophy upon which the education for library and information work in the Department of Library Science of Unisa is based may briefly be dealt with under the following main topics: Scientific base and professional practice; Content professionalisation; Unity of Library and Information Science; Preparation for professional practice; and Continued education.

1. Scientific base and professional practice

While in most institutions the education for library and information work is still continued on traditional lines, it is fortunately also true that a small number of library and information workers is earnestly exploring the library and information worker's subject fields in the hope of finding their scientific knowledge base which will explain the why's of our profession. This naturally implies professional practice. However, complete understanding of the motives underlying practice is required should we wish to improve practice. While many have sought to achieve this through a pure pragmatic approach a minority has turned to a more scientific one.

While a pragmatic approach may not be wrong - generations of library and information workers educated in this way have clearly shown its merits - it limits the development of library and information subjects as academic disciplines and as sciences in their own rights and retards the scientific foundation of library and information work.

The time has come in which professional practice should be seen as the end result and not as the innovator, for in the theoretical development of library subjects rests the ultimate enrichment of library practice. Most professions have progressed through such a cycle of practice to theoretical development to the enrichment of practice. The legal profession bears witness to such development. The library and information profession need not be an exception.

Those who are seeking the fundamentals, the theories, and the philosophies underlying our work each do so in their own way. Most are in agreement that our field of study is strongly interdisciplinary in the sense that we are borrowing much from other disciplines to enrich our own thoughts and subjects.

While many seek the ultimate truth in the communication of knowledge and information, few seem to sense that library and information workers are still dealing with books and people and that the communication of information, important as it is, is but one of the factors to be considered when seeking for the scientific basis of our work.

The phenomenon of the book thus far basically studied in terms of its description - bibliography - and its institutionalisation - the history of libraries and librarianship - should not only be approached as a physical object and as a work of art, but in the main as a bearer of culture, knowledge and information and as a factor in the establishment of library and information services. A study of this phenomenon should bring us nearer an understanding of the book in all its manifestations as a socio-cultural product, its influence, the problems created by its abundance, and its relation to the terrain of the library and information worker. It is important that in this study its topics should provide perspective for and correlation with both the informational as well as the educational needs of society in respect of the collection, preservation, retrieval, communication, and the use of the information contained in the book. In doing this the history, development, and problems of the book will be drawn into present-day library problems by serving as a link between the problems of the book on the one hand and those of its contents and its users on the other. Bibliology seems to be an appropriate designation for such a field of study.

Thus far interest in information has, in the main, led to the development of a highly sophisticated technology to which natural scientists and technologists have contributed much. But the over-indulgence in the technical aspects of information systems and methods has brought us very little nearer an understanding of the nature, characteristics and flow of information and the forces behind these aspects.

Since we, as library and information workers, are deeply involved with the communication and transfer of information, it is essential that a proper knowledge and understanding be attained of the properties and behaviour of the information commodity used in our communication efforts and not only of the methods and techniques employed for its storage, retrieval and use.

The embryo science evolving from such considerations may be termed information science, providing an understanding and definition of this phenomenon is sought through a study of its concepts, as well as the nature of and the reasons behind information processes, systems, methods and techniques. It is not sufficient only to develop systems and techniques for the control of this commodity be it to the highest proficiency.

A third element to be investigated in our search for the scientific basis of our terrain concerns the reader, reading, and the user of information.

Although a greater awareness of the lack in our knowledge regarding these elements is today apparent, it remains true that very little has been done since the days of Waples and contemporaries to systematically research them. Present-day investigations are largely empirical with regard to the requirements, methods, types of readers, reading mechanics, and the users of information. We require concentrated research into the reading phenomenon and especially into the modes, methods, reasons and systems of reading and the use of information. The resultant reader science more commonly referred to as readership then incorporates the study of the reader and reading in all sociological, psychological and cultural relationships to the book and information.

While these three fields - bibliology, information science and readership - together form the scientific base upon which the library and information profession should be founded, the education for library and information work should include a study of those elements constituting the profession. This should include the broader topics of library and information management - management theories, techniques, and practice in relation to library and information work - and those relating to the profession - professional organizations, deontology, the library as a social service organization, the unity and diversity of the profession, networking and co-operative efforts, professional education, professionalism and professionalisation, and all other relevant topics.

It is true that the study of the book, information, and the reader may become academic exercises per se. Professional education, however, always requires an application and an understanding of professional practice. Consequently a proper balance between theory and practice must at all times be sought in the three basic subject fields - bibliology, information science and readership - and this can properly be achieved by joining their applications into a meaningful professional whole with the fourth subject field which might conveniently be termed library and information studies or simply librarianship or (as is the case at Unisa) library science.

There can at this stage be no claim that bibliology, information science and readership constitute sciences in their own right. They, however, possess the potential to become such through diligent study, research and refinement. The fourth field of study on the other hand constitutes professional application of the principles and theories involved in the other three subject fields which implies that it cannot be a science as the name library science might suggest. In the same way that engineering becomes an applied field based on specific sciences - physics, chemistry, mathematics, geology, etc. - so library and information work in order to be termed a profession must be based on practice-related sciences. These may be found in the three distinguished above.

2. Content professionalisation

Although no one will dispute the value of subject knowledge for the library and information worker, there seems to be a divergence in opinion of how this should be obtained and what its nature and extent should be.

The new B.Bibl. of Unisa is based on the philosophy that a study of the four above-mentioned fields in themselves contain much to overrule the necessity for general subject knowledge to be obtained through formal education.

Whatever formal or informal method is used to require extra-professional subject knowledge, the aim in professional education must remain to assist candidates to acquire a critical, analytical, systematic, evaluative and objective mind for dealing with all theoretical and practical situations and problems. This should equip them with the required insight to develop new syntheses, and to draw logically based conclusions upon which progressive action may be founded.

Consequently, when extra-professional subjects are contained in the final curriculum these should be introduced to augment the library and information workers' understanding of his own subject fields, to assist in his development as a professional, and to lead him to a better understanding of his professional aims and functions.

A library and information worker with a knowledge of chemistry, for example, is first and foremost a library and information worker and not a chemist. In his professional moulding he should be made aware of the place any and all of the sciences occupy within the total field of knowledge (human, natural and social), of the systematics of the subject fields, of their terminology, of their history, methods and literature, of the nature of the people working in those fields and of the methods employed and the sources to be exploited in rendering an information service worthy of his profession. In order to achieve this, conceptual rather than factual knowledge is required. A proper integration of extra-professional studies into the education for library and information work should readily achieve this aim.

Education for library and information work should therefore in all circumstances be tuned to the production of a candidate familiar with the systematics of knowledge, one equipped with an understanding of the type of clientele he will have to serve and of his subject informational needs and not one limited to the rendering of service in a particular subject field which may have been studied as extra-professional interest.

In consequence the curriculum in the education for library and information work should aim at the professional development of candidates, to equip them with an understanding of the world of knowledge, to assist them in the appreciation of what it involves to be a professional library and information worker. It should provide them with a knowledge and understanding of their own subject fields, techniques and methods in order to render a truly professional service in any subject field to which they may in general or in particular later be attached. This is necessary since no candidate for library and information work can precisely predict in what specialised subject field he or she will eventually be offering his or her service.

This leads to the concept of a professionalised educational content of any of the qualifications offered in the field of library and information work. By this is meant that the professional curriculum based on the four subject fields mentioned above should form the major proportion of the total curriculum and that any extra-professional subjects which are incorporated should directly or at the least indirectly contribute to the professional base.

At Unisa the new B.Bibl. now consists of ten professional one-year courses of which four are taken from Library Science, three from either Information Science, Readership or Bibliology, two from either of the remaining professional subjects and one from the remaining field. Should information science be taken to a third year level then at least two courses should be completed in this subject.

while the rest is made up as prescribed above from courses in the two remaining fields. A further five courses may then be selected from any of the subjects offered by Unisa provided one consists of a course in Computer Science or Information Systems. The latter is a course in computer science offered to students in other fields than the natural sciences of to those candidates without knowledge of mathematics.

Since language courses are considered useful but non-essential for the library and information professional, such courses are not compulsory.

The new two-year post-graduate HDLS consists of two courses in Library Science, two in Information Science, and one each in Readership, Bibliology and either Computer Science or Information Systems. By completing another two courses in Library Science and either one in Information Science plus another in Readership or Bibliology or two in either Readership or Bibliology, the B.Bibl. may be conferred.

The LDLS consists of two courses in Information Science, one in each of Library Science, Readership, Bibliology, either Computer Science or Information Systems, and any two other extra-professional subjects. Candidates who possess the LDLS may proceed to the new B.Bibl.

In this way the HDLS and LDLS qualifications have been fully professionalised while the B.Bibl. has to a large extent been given a professional content. In the case of the B.Bibl. Unisa still requires a student to include an extra-professional subject taken to a third-year level.

3. <u>The unity of library and information practice</u>

The increased interest taken in the information phenomenon in particular since World War II has contributed extensively to the belief in many quarters in either the dichotomy or the duality of our profession. Considering, however, the final aim of the profession to be that of education and a major function to achieve this aim to be the transfer of knowledge, then it must be evident that there can be no such dichotomy or duality. Librarians are not to be distinguished from information workers unless the latter are defined as subject specialists evaluating and interpreting information to co-specialists. In such a case information workers and librarians can neither be separated nor separately distinguished.

Those who believe in the duality of the profession have yet to prove that librarians and information workers represent different breeds of professionals. The work undertaken by both groups are identical in nature although a distinction in degree may perhaps be discerned.

For purposes of professional education it is essential that this issue be accepted one way or the other. If dichotomy is accepted there may be room for differentiation in education, e.g., in a social and scientific or informational direction. If duality is accepted then a total separation in education and profession seems to be the only logical outcome.

At Unisa until such separation is perhaps proved to be the most logical and practical outcome the two aspects are considered as one, calling for a similar and joint basic education and a possible choice between a social and a scientific direction. In Unisa's present courses such differentiation is possible in the B.Bibl. curriculum where a second major may be chosen from either Information Science or Bibliology or

Readership. Consequently Unisa refers to library and information work instead of librarianship to emphasize unity.

4. Preparation for and contact with professional practice

Formal basic professional education cannot fully prepare a candidate for professional practice. At most such education can produce a candidate who will be able to comfortably adjust to the needs of professional practice. The time provided for formal basic professional education is far too brief for complete adjustment to professional practice in addition to professional moulding.

It is furthermore neither the intention nor the obligation of such education to deliver a ready made article to the profession. The profession itself has a part in the training of the prospective library and information worker. This can be achieved through a period of in-service training of a given duration controlled by the profession.

On the other hand during basic professional education candidates must be brought in contact with professional practice in order for them to fully comprehend the formulative approach advocated and in order to make their final adjustment to practice easier. This can be achieved in a variety of ways, e.g., by group visits followed by discussions and analysis of the institutions visited; by practical experience requirement for purposes of admission to the courses; by sandwiched practical work (within the period of education, a specified period of practical experience to be undertaken); by practical exercises to be assigned to candidates in specific courses; by requiring a period of practical experience subsequent to formal education.

For the B.Bibl., the HDLS and the LDLS, Unisa does not prescribe any of the above types of practical experience or work except for practical assignments in information and document retrieval and a limited group visit scheme. The reasons are that more than 95% of Unisa candidates have either had practical experience or are employed in professional jobs; that basic professional education needs a greater measure of theoretical and scientific foundation than practical orientation; that practice differs from institution to institution and cannot be properly taught; and that control over the nature and intensity of practical experience is virtually impossible, especially in the case of Unisa whose students are scattered world-wide, unless the profession formally contributes its share in standardising, evaluating and controlling such practical experience.

In the case of the DSE/SL a period of six weeks practical experience in a school library is required owing to the educational criteria laid down by the CEM. The value of such experience is questioned owing to problems of control, smallness of the individual service units and the lack of guidance by suitably qualified persons.

5. Continued education

The ever-changing methods, techniques and systems of professional practice require a system of continued education if the professional is to remain abreast of developments. Primarily it is the concern of each individual to participate to such an extent in professional developments through seminars, conferences, short courses and such other means, but especially through a continuous study of the professional literature,

that professional development is ensured. It is, however, also true that the profession itself should in the first instance be involved in various forms of continued education.

Everything that is done in this connection does not diminish the role to be played by educational institutions. However, such assistance to the profession is rendered on an informal basis and should supplement the endeavours of the profession, not replace them.

TELETUITION METHODS

With a student enrolment of more than 50,000, Unisa has, to a large extent, since 1945 perfected a system of teletuition which guarantees a high standard of excellence. The system developed largely by trial and error and still in a process of continued development is basic to that of all departments although minor variations in presentation but not in form are allowed.

The Unisa system furthermore demands a unified administrative system but allows variation on the tutorial side according to the demands of the subject field and the personalities of the individual tutors.

In the Department of Library Science with approximately 1,000 students representing about 2,500 course enrolments, the teletuition methods consist of tutorial matter offered by the 18 academic staff members, assignments to be completed by the students, personal contact, and a system of examination.

1. Tutorial matter

Tutorial matter for each of the subjects and courses in the Department of Library Science may be divided into study guides, tutorial letters, circular letters, correspondence, audio-visual materials, and professional literature.

(a) Study guides

Study guides are prepared by members of the academic staff on the basis of at least one per course. Each of these guides provides a general survey of the syllabus of a particular course, is divided into the main topics of the syllabus and guides the student to the basic concepts, systematics, pitfalls, problems, terminology, opinions, personalities in each topic and to its basic professional literature.

There is no specific prescription as to the final form for a study guide. They range from bare outlines to detailed discussions in the form of a handbook. The tutor has a final decision as to the way he wishes to present his subject.

These study guides are generally revised every third year and are as a rule presented in such a form that within any three year period they will remain undated. In this respect tutors generally omit literature to be consulted from study guides although many prefer to incorporate such lists supplementing and revising them on an annual or regular basis.

As the name implies, study guides remain guides for students to the subject field of study. Where such guides are, however, developed into handbooks these are often published in the handbook series of the university.

(b) Tutorial letters

To supplement the study guides, series of tutorial letters for each course are issued on an annual basis. These letters contain particulars with regard to course tutors for the year, study methods to be employed, how literature is to be obtained, the study programme to be followed, a complete list of the literature to be consulted and the assignments for the year. All this information is generally contained in the first tutorial letter. Subsequent letters provide particulars regarding latest developments, problems encountered by students, general comments and suggestions on work submitted, and sometimes model answers.

(c) Circular letters

Students in a number of courses or in any particular course are informed of changes in staff, regulations, methods, etc., by means of circular letters which serve the purpose of general news letters.

(d) Correspondence

Upon receipt of the basic study guides and tutorial letters, it is entirely up to the student whether he wishes to participate in the course by the completion of assignments or not. Once a student has responded, the tutor will stay in touch with the individual through comments on assignments, by means of correspondence, telephone and sometimes telex.

Correspondence may range from simple answers to questions regarding course details to complete discussions on problems relating to the answering of particular assignments.

Correspondence offers a most personal tuition to individuals. Only when such correspondence contains information of value to groups of students will it be repeated in supplementary tutorial letters.

Often, especially where students are near headquarters, the telephone will substitute for correspondence. This method of communication is, however, discouraged in favour of correspondence or if at all possible of personal visits on account of its cost and consequent brevity.

Telex as a means of communication is mainly used for transmitting information regarding literature especially where the recipient is attached to an institution with telex facilities.

(e) Audio-visual materials

Although the university provides facilities for tape recordings, video taping and the production of other aids, the Department of Library Science does not yet use such materials extensively. Where it is used it is either reproduced in study guides (illustrations, diagrams, figures, etc.) or offered in the form of microfiche especially with regard to the reproduction of professional literature.

(f) Professional literature

Professional literature is provided to students in three basic forms: prescribed books, recommended works and additional literature.

2. Prescribed books

Prescribed books represent those published items the student is expected to purchase. Generally for each course at least one book is prescribed. These items serve as a supplement to the study guide. Sometimes the latter is based on the former especially where the prescribed items were written and published by the tutor to serve as basic reading for the course.

Prescribed items must be supplemented by recommended works. These items of professional literature may consist of monographs, periodical articles or composite volumes or readers.

Unisa operates on a centralised basis although local offices are maintained in Durban, Cape Town and Windhoek. Recommended works are obtainable from the central library or from the branches attached to these offices. In a few instances local authorities co-operate on a voluntary and self-initiative basis in providing basic reading matter mostly in the form of recommended works.

The library maintains a study collection which may be equated to a reserve book collection of residential universities. Multiple copies of each recommended monograph, ranging from a simple duplicate to about 300 copies according to the demand and the number of students in the course, are maintained.

Items from this collection are recommended by tutors in tutorial letters for basic reading, are requested by students direct from the library, and are forwarded by it to the requester by postal service. The loan period as a rule is three weeks and the item must be returned by the student at his own expense. The forwarding costs are borne by Unisa. Photocopies of periodical articles are generally provided free by the library.

For some years the Department of Library Science participated in an experiment run by the university library in the use of microfiche in lieu of recommended works. Two major obstacles terminated this experiment. The first was the difficulty in obtaining copyright permission at a price approximately 10% of the sales price per microfiche copy made, and the second was the problem of providing a suitable reader to the student. During the experiment Unisa provided the readers free of charge. A low cost and suitable reader was not readily available and breakages in transit made the cost almost prohibitive.

Microfiche as a substitute for hard copy recommended works has not been entirely shelved. Instead Unisa is now experimenting with the compilation and production of composite volumes or readers for internal use only. Copyright permission for items to be included in these volumes is readily obtainable on payment, although basic items must often be deleted for one or other reason ranging from inability to obtain permission to inability to raise a response.

Should the compiling and production of readers prove to be prohibitive either for reasons of cost or for some other unforeseen reason, microfiche may again be introduced experimentally.

Ways and means are continually sought to increase the effectivity of the study collection to which recommended works to a value exceeding (Aust.) $100,000 is annually added by the library.

Additional literature is referred to by tutors in their tutorial letters. Such items are expected to be used if readily available and are as a rule not to be requested from the library. If, however, a student wishes to consult such an item it may be obtained from the library. The latter will supply it either from its general stock if available or by means of inter-library loans.

Students from the Department of Library Science are required to read widely. On the whole they are quoted as among the best users of the library's facilities.

3. Assignments

In each course a set of assignments are provided from which students may select a given number, answers to which must be submitted not later than specified due dates.

The answers to the theoretical or essay type of assignment must conform to the requirements of scientific method or logical presentation. One of the most important things to be instilled in any student is a scholarly or scientific approach to all library and information problems. Consequently, in answering theoretical assignments students are required to identify the problem(s) involved, to collect the relevant information systematically, critically, objectively and analytically, to evaluate such information, to develop a new or personal synthesis and to draw logical conclusions upon which recommendations may be based.

Apart from general guidance in this connection provided in a first tutorial letter to all students the bibliology curriculum should attend to this matter. In addition, students are encouraged to include at least one course in Philosophy offered by Unisa in their curriculum. This course places especial emphasis on logical argument and conclusion.

Practical assignments generally concern courses in information retrieval which are incorporated in the Information Science curriculum. These consist of assignments with regard to document description and subject analysis each containing a large number of short questions to be answered. For each of these assignments model answers are provided to all students after the due dates.

All answers to assignments are carefully marked. These marks are recorded by the Department and the assignments are returned to students with comments and suggestions. Assignments received after the due dates are returned unmarked and are recorded as such in the Department.

4. Personal contact

In teletuition, mainly for reasons of distance, personal contact is limited to not more than about 20% of the total enrolment.

Twice annually a number of staff members visit Durban, East London, Port Elizabeth, Cape Town and Bloemfontein, where students are met in groups and individually to discuss problems encountered in their studies. These discussions range from problems in obtaining literature to detailed discussions on concepts, methods, techniques and theories.

At headquarters in Pretoria a series of group discussions are arranged from time to time and on an annual basis. The same terrain is here covered as in the other group visits.

Group visits are not intended for the delivery of lectures - the tutorial matter takes care of this aspect - but rather to deal with student problems.

Group visits are supplemented by personal and individual student visits and telephone calls to individual members of staff. These are generally very profitable since misunderstandings are often hereby eliminated.

5. Examinations

Students may write the set examinations at the end of the academic year providing they have conformed with certain requirements. To obtain admission to the examinations a minimum number of assignments must have been submitted by the middle of the academic year and these must have received a minimum average mark of 50%

The examinations generally consist of one three hour paper for first courses, two for second, three for third and three for fourth courses. Practical work is tested in papers additional to the above where applicable.

Tutors generally act as first examiners and other members of staff as second examiners. In the case of final courses external examiners, i.e., persons from outside Unisa, are used.

BASIC PROBLEMS IN TELETUITION

A major problem in teletuition is offered by the supply of literature where student numbers are large. By using a system of due dates for assignments peak periods of demand on individual titles are experienced. During such periods it is not possible to supply the required item to all students.

To overcome this problem tutors often provide alternatives so that in addition to reference to compulsory books required for a particular assignment, a tutor may refer to an extensive number of recommended works, any small selection of which the student may consult. The library is assisted in this choice by student reference to the subject, course and assignment numbers and to the items already consulted when requests are made. Waiting lists are kept in the library but in many cases these can only be satisfied after the due date has expired.

Closely associated with the above problem is the time lag between request made or question asked and the item, information or answer received. This factor depends to a large extent on postal services. To overcome this to some extent a local delivery service in the Johannesburg-Pretoria complex where most Unisa students are located, has been introduced by the Unisa library.

The possible use of television and direct telephone combined video-cassette communication has received serious attention. This unfortunately had to be abandoned owing to the prohibitive costs involved.

Teletuition naturally offers very little personal contact. This is, however, generally sought through group and individual visits. While by this method very few of the registered students are personally contacted, the benefits of residential tuition in this respect must be forfeited.

In professional education it is necessary that some form of practical work is included. Teletuition holds no direct solutions to this problem. The system used by Unisa in addition to the limited effect of group visits, however, exposes no serious limitations in this respect when products from the Unisa courses and those from the residential universities in the RSA are compared. Perhaps this is a result of such a large proportion of Unisa students employed in professional work. Should this be found to be the case, compulsory professional work before or during professional education will have to be seriously considered.

ADVANTAGES OF TELETUITION

To offset the above disadvantages it may categorically be stated that teletuition offers opportunities to a large variety of candidates.

- Many persons who for some reason or another never had the opportunity to attend college or university are offered such an opportunity in their later life.
- While earning and gaining experience they may equip themselves academically and professionally.
- Teletuition offers the choice of a second profession if the first choice proves to have been a mistake.
- One may study at one's own tempo since the number of courses to be taken per annum depends on oneself.
- Teletuition is provided on an individual not a group basis. The student who works is in direct and individual contact with his tutor. This is one of the greatest advantages of teletuition.
- Many students who prefer to work entirely on their own and in seclusion find in teletuition a refuge.
- Teletuition costs compare favourably with residential tuition especially on account of the fact that campus expenditures are absent.

STANDARDS FOR EDUCATION

The SALA accredits the library and information science courses on the basis of their Standards for Education for Library and Information Work. The following factors facilitated accreditation of the Unisa courses:

- Unisa students are mature persons being on an average 28 years of age and generally having had some form of formal education beyond school level. Such students very often set the standard of tuition.
- The larger number of students permits the appointment of more staff who then have the opportunity of specialisation.
- Unisa insists that its educational programmes in library and information science must conform to the standards laid down by the profession.

Recently SALA revised its standards for the education for library and inform-

ation work. These standards which have already been accepted by SALA's council but are awaiting application are dealt with against a broader philosophy. The one outlined earlier forming the basis of the Unisa courses corresponds in all aspects to that of these revised standards. It is accepted that in the new evaluation the new B.Bibl., HDLS and LDLS will again be accredited by the SALA.

IN CONCLUSION

There remains no doubt in the RSA as to the necessity and value of tele-tuition in the education for library and information work. The fact that Unisa's Department of Library Science has more students than all the residential universities in the RSA put together, that the SALA, government bodies, private institutions in the RSA and abroad have no hesitation in appointing Unisa products, and that well-known foreign universities in all of the western world accept Unisa's basic courses for advanced education bears more than full witness to the necessity and value of teletuition courses in the RSA. Prejudices concerning standards have existed and in some foreign quarters reservations as to the effectiveness of such education still remain. Unisa's practice and products in library and information work over twenty four years have more than adequately proved the value of tele-tuition methods. Nevertheless adjustments to changing circumstances will have to be made and continuous development of educational programmes will have to be introduced to keep abreast of developing technologies. The basis upon which this may be founded is good and solid and fully accepted by the profession.

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PART II

THE AUSTRALIAN EXPERIENCE

Map 2

SHOWING LOCATION OF AUSTRALIAN COLLEGES ACTIVELY INVOLVED IN EXTERNAL TUITION MENTIONED IN THE CONTRIBUTED PAPERS

EXTERNAL STUDIES IN SCHOOL LIBRARIANSHIP

AT ADELAIDE COLLEGE OF ADVANCED EDUCATION, SOUTH AUSTRALIA

BY

JOAN BREWER
PRINCIPAL LECTURER
DEPARTMENT OF SCHOOL LIBRARIANSHIP
ADELIADE COLLEGE OF THE ARTS & EDUCATION
SOUTH AUSTRALIA

EXTERNAL STUDIES IN SCHOOL LIBRARIANSHIP

AT ADELAIDE COLLEGE OF ADVANCED EDUCATION, SOUTH AUSTRALIA*

By Joan Brewer

Adelaide College of Advanced Education (then Adelaide Teachers College) has offered courses to external students since 1962. Most students were country teachers who were upgrading their qualifications by completing requirements for the Diploma in Teaching. A senior lecturer was appointed to head the Department of External Studies which also serviced external courses offered by all the former Teachers Colleges.

The College had over eight hundred external students in 1978. The Department of School Librarianship entered this field in 1975, when twenty students were accepted for School Librarianship A, the first year subject, which was a course in children's literature. Librarianship B was offered externally two years later. At this stage School Librarianship studies formed a major in the three year Diploma of Teaching and the fourth year Advanced Diploma, but third and fourth year subjects were not available externally. It should be emphasized that limitations were placed on enrolments in first and second year subjects. Numbers were kept to twenty at first and gradually raised to forty for the first year subject with smaller numbers in second year. Preference was given to practising teacher-librarians who wanted to upgrade their qualifications. Most of them were qualified teachers with minimal library training. Because of family commitments they were unwilling to apply for Education Department scholarships which would have allowed them to study full-time at the College. The South Australian Education Department had offered scholarships to teachers for many years, some to teachers for general studies and some in areas of special need such as librarianship. With Schools Commission funding for courses in school librarianship from 1974, many teacher-librarians in South Australia were able to undertake a year's study at Adelaide College rather than the one term or one semester courses which had previously been offered. The situation in 1978 is that all of the first year subjects and some second year subjects in the new four year Bachelor of Education programme are available to a limited number of external students. In addition an experiment in teaching two third year subjects has been implemented, with eighteen students in three country centres.

What are some of the methods used and what are the problems we have encountered?

* Now Adelaide College of the Arts and Education.

METHODS

Selection is important. We have always had to reject some applicants because we limited our numbers so that we could teach more effectively. Applicants are told that priority will be given to teacher-librarians and that students are expected, if at all possible, to meet together in tutorial groups. Students must also have access to a tape-recorder. Usually, prospective students write direct to the School Librarianship Department, having been directed to do so by External Studies staff, so that their names can be put on a waiting list if they meet the criteria outlined. There are always exceptional cases, such as a Library Aide in a small school which is not entitled to a Teacher-Librarian. And there are always some places for ex-teachers who wish to study librarianship with a view to returning to the work force. In several subjects students must attend the College during the vacation or at weekends. For example, a week's full-time attendance is required for each of the third year modules and other modules cannot be completed without visits to major libraries in Adelaide. The Bachelor of Education programme, introduced in 1977, has term units, called modules. There are forty eight modules in a degree programme, a full-time student taking twelve each year or four each term. Most external students take three or four modules a year which means they are studying two subjects in one term. To ease the work-load for our first year external students we offer a module on Children's Literature in each of the three terms and a module on the Role of the Library over terms one and two. This enables the student to spend time in the College Library and the State Library during the May vacation as well as extending the period in which they can make weekend visits for the same purpose. The College Library opens on Saturdays for external and part-time students in particular. In the second year programme one of the modules is taken over the whole year, to spread the work-load.

Once a student has been admitted to a course he or she is sent a course booklet, which gives the aims and objectives, an outline of the content, a reading list, a list of assignments, details of methods of assessment, various appendices such as helpful hints on study or essay writing. The course booklet is usually interspersed with comments such as "By now you should have completed Assignment I and have listened to Tapes 1-4" or "Check Appendix C for details". The compilation of the booklet is difficult and time-consuming and we find that we are continually reassessing the way in which we present the course outline to students who are at a distance.

We record our lectures in a special studio, in the term before the unit is to be taught, so that copies of all tapes can be made and a set sent out to each student with the course booklet. In the early days we used to record our lectures when we delivered them to our internal students and then sent them out each week. This was not satisfactory, either technically or educationally. Tapes have also been used to comment generally on assignments or on particular problems.

We encourage students to work together in tutorial groups. In this we receive great support and administrative assistance from the Education Department's Regional Advisory Teacher-Librarians and the Librarians at the Regional Office. They often arrange a venue for the tutorial and assist students with books and other materials from the Regional Library. Informally they can alert the lecturers when they hear about students who are having difficulties. They also contact schools to arrange with Principals for teachers or teacher-librarians to be released from school during school hours when a lecturer can visit a country centre. We try to visit the big centres at least once a year but this is not always possible. It depends

how many students are in each centre and whether students in one centre have a special problem. One year, with lecturers in two other subjects, two members of the School Librarianship Department flew in a light aircraft to visit students in the Riverland, Bordertown, and Mt Gambier on one day. But usually the visits are by car for one day to centres such as Clare in the mid-north of the state or by air to towns on the west coast such as Whyalla and Port Lincoln. Visits have to be fitted in to the lecturer's commitments to internal students.

We encourage students to telephone the lecturers whenever they have a problem with the course. We give them our home numbers too and one lecturer has set a time in the morning when students can reach her before she leaves for work at the College. We think that personal contact is very important and a brief telephone call solves what seem to the student to be major difficulties. We also use a newsletter to communicate with the students.

The External Studies Department receives and sends out all materials to students and maintains all the records. A special green form is attached to each assignment by the student. There is space on this form for the student to make any comment or to ask any questions and a bigger space for the lecturer. We write detailed comments on the student's work, bearing in mind that we cannot make a brief comment and then elaborate on it in conversation as we can with an internal student. We attach great importance to these commentaries.

Attendance on campus is compulsory for some modules. Students who do not attend for one week for the third year modules cannot pass. This was emphasized when it was decided to teach two third year modules for the first time in 1978. In the eighteen students there was a large group at Whyalla and two smaller groups at Mt Gambier and on Kangaroo Island. They also had to meet regularly and to send in tutorial reports. In modules related to reference work, at both first and second year level, students must come to Adelaide at some time to complete certain assignments. The major libraries in South Australia are all situated in Adelaide. With the possible exception of Whyalla no country town has a library with the major indexing and abstracting journals and reference books, nor are there a variety of libraries for students to visit. We maintain that it is necessary for students to see state, university and special libraries as well as school and public libraries and to study, at first hand, major reference tools and to visit various kinds of information agencies. In South Australia all these things are concentrated in Adelaide where the greater part of the state's population is centred.

PROBLEMS

The major problem is one of communication. No matter how much we read and edit what we write in course booklets we find that some students misinterpret what we mean. Hence the importance of telephone calls, visits to students and on-campus attendance. This problem is far more prevalent with isolated students than with those who can meet together in a group where discussion can sort out problems.

Another problem is the slow turn around, compounded by postal strikes and distance, so that a student may have sent in a second assignment before receiving the comments on the first assignment. This problem has been accentuated by the term module system, because each module is eleven weeks

in duration including assessment. We allow students to re-submit assignments and we have continuous assessment rather than final examinations.

A great problem is access to books. Many school libraries in small towns do not hold all the titles listed for tutorial discussion in the children's literature courses. We try to set titles which are available in paperback editions, to encourage students to buy their own, either individually or on a share basis. We rarely set a textbook which they must buy. The librarians at the Regional Education Office keep some of the books on the various reading lists and local public libraries and secordary school libraries are a major source of supply. But visits to Adelaide are necessary.

A great problem is that many of our students who have lived in the country for some years have no knowledge of libraries other than those at the local school and the local institute. Many country towns do not have public libraries although the situation is improving rapidly at present because of the commitment of the State Government. But their lack of knowledge of libraries and their limited access to relevant materials increases the need for work on campus and for programmes of visits to libraries and information agencies of all kinds.

Most of the students are married women who have difficulty in making arrangements to come to the city because of family commitments. Isolated students, who cannot join a tutorial group, may find it even more difficult to gain access to basic reference books. Sometimes these isolated students come to the college for a day every few weeks. This may be easier and is certainly more productive than a visit to a small country centre. If they have to make special arrangements for the care of their families to go to a centre, they think they might as well get the greater benefit of a visit to the College and to the city libraries.

CONCLUSION

We feel that we are beginning to learn something about how to teach external students effectively. There are many teachers in the country who did courses of training years ago, who need to upgrade their qualifications and who want to take one or more of our subjects. More important to us, there are many teacher-librarians who are not fully qualified and we think that we have an obligation to help them to improve their qualifications and their expertise. Many of these are married women who are permanent residents in country districts. They will be working in classrooms or in libraries for many years. We want them to be as well qualified as possible. We have noticed with pleasure that interest in taking our courses seems to spread in an area or district once one or two have taken a subject. The encouragement of the itinerant advisory teacher-librarian who is attached to the Regional Education Office has also proved to be a very significant factor in our enrolments. These advisers visit both government and non-government schools and are an invaluable support to us. We have also had a public librarian as a student, but this is unusual. Of course, to complete the Bachelor of Education programme requires studies in education and in another subject area. I have discussed studies in school librarianship only. It may be that there will be a decreasing demand for our courses among internal students depending on employment opportunities and an increasing demand for external studies from those already in schools. At present the demand for our internal course remains steady and we are trying to increase our intake of external students.

EXTERNAL STUDIES IN LIBRARIANSHIP

IN WESTERN AUSTRALIA

BY

FRANCES LAVERNE CARROLL
SENIOR LECTURER
DEPARTMENT OF LIBRARY STUDIES
NEDLANDS COLLEGE OF ADVANCED EDUCATION
WESTERN AUSTRALIA

EXTERNAL STUDIES IN LIBRARIANSHIP IN WESTERN AUSTRALIA

By Frances Laverne Carroll

The Department of Library Studies, Western Australian Secondary Teachers College (W.A.S.T.C.), Nedlands, is involved in two external studies programs. These are: the Bachelor of Education (Librarianship) offered in co-operation with the Bachelor of Education offered by W.A.S.T.C. through its fourteen departments; and the Associate Diploma in Library Media, a course for library technicians, which is offered in Bunbury under the direction of the Department of Library Studies. These may be fairly unique to Western Australia and perhaps to Australia. The only other tertiary education institution in Western Australia offering courses in Library Studies for professional librarianship is the Western Australian Institute of Technology (W.A.I.T.), Bentley; and its Department of Library Studies does not currently offer any units in librarianship through the W.A.I.T.'s External Studies program.

The following information is offered in response to the invitation from the editor to assist him in meeting one purpose of this document, that is, to include in the document a record of local experiences. Although throughout the paper reference will be made to the W.A.S.T.C., it should be noted that the Western Australian Secondary Teachers College has been named Nedlands College (of Advanced Education) and will from 1979 also be an autonomous institution of tertiary education.

The Library Studies Department developed during the period when the College supported the needs of the Department of Education of Western Australia and the College was considered a part of that Department. Some lectures were also directed toward the Library Association of Australia's professional registration examination studies program. From its outset Mrs. Pat Cook was responsible for the direction in which the curriculum developed. Upon her retirement in 1977 the second head of the Department of Library Studies had some opportunities to influence the methods to be used in implementing the curriculum designs. The fact that the second head is an American may have given some weight to considering seriously and quickly various forms of external studies. The College, however, as a whole has been moving in the direction of external studies for the Bachelor of Education course in order to assist students in the country to begin further education.

Interest in the Bachelor of Education, a post-service degree which requires, before entry, at least one year of successful school experience, has grown

especially following the impetus given by the Department of Education's emphasis on four years of tertiary education as a consideration in promotion and job stability. The graduates in Western Australia in the field of secondary education have three years of tertiary education before they begin their school experience. It was felt that the College had a professional responsibility to provide further education to its graduates who had the Diploma of Teaching, a three-year qualification. The Bachelor of Education can be taken full-time in a year or on a part-time basis. The academic entry requirement into the Bachelor of Education is the Diploma of Teaching or its equivalent.

The Bachelor of Education (Librarianship) is one of two courses at W.A.S.T.C. accredited by the Library Association of Australia (L.A.A.). The other is the Diploma of Teaching (Teacher-Librarian). Accreditation, which was announced December 9, 1977, was retrospective to include graduates of 1975, 1976 and 1977. Graduates of W.A.S.T.C. with the Diploma of Teaching (Teacher-Librarian) in the years previous to 1975 may attempt the Bachelor of Education (Librarianship) course in order to qualify for the associateship of the L.A.A.

The commitment of the College to external studies for the Bachelor of Education has been up to this time:

1. discussions and negotiations with Mt. Lawley Teachers College for the use of appropriate units which Mt. Lawley regularly offers externally

2. the appointment by the College of a full-time Co-ordinator of External Studies at the lecturer level as of January, 1979

3. organization of three-week summer schools in January, beginning in 1977 and continuing annually

4. several internal meetings of heads of departments and instructors of units offered at the fourth-year level to discuss methods of offering the units externally

5. assignment by the library of personnel and the development of procedures in the library to support the external studies program.

The relationship of the Department of Library Studies to each of the above is:

1. units in Library Studies are not available at Mt. Lawley; therefore, the responsibility for any units offered externally in the field of Library Studies falls on W.A.S.T.C.

2. anticipation of close co-operation with the co-ordinator who should be invaluable in administrative activities to all departments of the College

3. participation in summer school from 1978 annually. In 1978 LIB2125, Australian Children's Literature, was offered as an elective for students from departments other than Library Studies. In 1979 and succeeding years, in addition to LIB2125, units at the four thousand level or fourth-year level in Library Studies will be offered (see schedule below)

4. meetings, which have been very interesting and helpful, have left the departments with the freedom to develop units fairly independently and in relation to the needs of the students in the departments

5. library resources to support all the Library Studies units are extremely important; they are essential for two units offered externally: LIB 4155, Current Issues in Librarianship, and LIB4156, Libraries and Educational Change, which are offered as directed readings.

The Bachelor of Education requires thirty credit hours. Credit hours are figured on contact hours per week which the student and teacher have in lectures and tutorials and on the accompanying assignment-load and preparation-time required of the student. Of the thirty credit hours, eight are in education, ten in the student's major field, and twelve in electives, for all of which the student must have the appropriate pre-requisites.

There are six units offered by the Department of Library Studies specifically for the Bachelor of Education (Librarianship) course:

Unit	Title	Credit	Time	Mode
LIB4155	Current Issues in School Librarianship	2	Semester 1; 1979, 1980, 1981	Internal & External
LIB4156	Libraries and Educational Change	2	Semester 2; 1979, 1980, 1981	Internal & External
LIB4700	Seminar in School Librarianship	3	Semester 1; 1980	Internal
LIB4800	Research in School Librarianship	3	Semester 2; 1980	Internal
LIB4715	Education Resources	3	Semester 1; 1979 Summer, 1980	Internal Internal
LIB4815	Educational Resources	3	Semester 2; 1978 Summer, 1981	Internal Internal

The student with Library Studies as a major field of study is required to complete ten credit hours from the above. The requirement usually means that every student in the Library Studies Department wishing to complete the Bachelor of Education enrolls in LIB4155, Current Issues in School Librarianship, and LIB4156, Libraries and Educational Change. These two units, therefore, are the ones being made available externally. Although other departments of the College are using a variety of teaching methods in units for external study, including specially prepared print and non-print materials to supplement library resources, it was the decision of the Library Studies Department to utilize directed readings for LIB4155 and LIB4156 as the method of instruction and a major paper as a means of assessment. The number of clock hours of work expected from the student is approximately six per week for fifteen weeks (one semester) for each of the units. The student does not, however, have contact hours or classroom instruction. The student,

if it is convenient for the student, may meet with the instructor initially or at any other time by appointment. The major essay is five thousand words in length.

Each of the units expects the development of the topic to extend to the broad areas of librarianship and education. Both should utilize current topics and recent sources of information. Old problems of librarianship, unless they have recently reappeared as 'hot issues' and trends that are on plateaus are avoided. Some students have been asked to cover material issued in the period of time since they were last in school in order to up-date the knowledge of the student. The student may use surveys, interviews, and literature searches to determine topics. The method(s) used by the student to determine the topic of the paper is indirectly assessed in that the student may briefly describe the method(s) in the major paper or support a decision for a topic and its coverage by an annotated bibliography.

Internal students and external students enrolled in these two units are treated alike, and this decision has relevance to several other factors relating to external studies. The students in these two units may be full-time or part-time. The designation by the computer that the student is external, with a country address given, indicates (1) that the student is part-time, (2) is outside the metropolitan Perth area unless a circumstance considered valid by the College permits a local student to enroll in an external unit, and (3) if in an area with very little library support, may receive some sympathy and prompt action on the part of the parent institution in providing service. For different reasons neither internal nor external students do well in completing either one of these units within one semester. The external student has the added difficulty of the slower access to library materials. However, the problem seems to be that the topics of the papers represent to a very large extent independent study and individual interests which preclude a textbook, the accumulation of resources, or using duplicate copies of sources as would be appropriate when several students need materials on the same topic. All the students in these units have this problem. More effort seems to be needed in guiding the student during enrolment to prevent an overload of units and during the semester to pace the student in accomplishing specific objectives of the unit on time. Too many of the students have had to have extensions of time to complete their assignments.

Although the method of teaching in these two units is different, staff workload is considered the same as for other units with the same credit hours. Class sizes in the Bachelor of Education course have averaged less than ten students per class, and the College has anticipated this ratio in the developmental stages of the program. There are thirty students enrolled in the Bachelor of Education (Librarianship). However, in the case of the remaining four units offered in the Library Studies Department (LIB4700, 4800, 4715, 4715) it is necessary to offer the units temporarily on alternating years which complement their availability in summer school.

It is anticipated that these units will always be taught by full-time staff. Each of these four units tends toward being 'free standing' (without a prerequisite within the four-thousand-level Library Studies units of the Bachelor of Education). Briefly, LIB4700 and LIB4800 deal with administrative problems, one using a seminar method and the other a research project. LIB 4715 and LIB4815 deal with resources, one concentrating on new resources and

the other surveying for unique collections of resources. The purpose of making some units in the Bachelor of Education available externally and others available only internally is not to force the student to return to the campus to complete the degree. It is a necessity at the moment in terms of the availability of staff free to work out new, specialized materials for external study and a desire to keep the units individualized with some sharing of the results of assignments among the students. A summary of the research projects of several students in LIB4800 in the second semester of 1978 was compiled and distributed.

Students in the Associate Diploma in Library Media, offered in Bunbury, may be most properly described by the College as part-time students. They are external students geographically and will not attend classes in Perth until near the end of the course when it is expected that they will need access to the computer facility to complete one unit of the course. Incorrectly perhaps, the course has been called by the Department of Library Studies, 'extension teaching' in order to avoid its inclusion in the discussions and plans for the external studies associated with the Bachelor of Education course.

The Associate Diploma in Library Media is a two year full-time course. It is available in Perth on a part-time basis also. The course began in Perth in 1975, and five students graduated in 1977. In the second group to graduate in 1978 there were thirteen. The course in Bunbury began on April 7, 1978. The course is expected to be completed by the students currently enrolled in January, 1981. There are 17 students in the course. The course is being offered in Bunbury with the intention of its being a 'once only' course. New students are not permitted to join the course. The Library Studies Department of the W.A.S.T.C. is the only one offering this particular course with this award in Western Australia and is the only institution with sufficient experience with the course to attempt 'extension teaching'.

'Extension teaching', unlike external studies, depends on staff going to the site and conducting classes in a fashion similar to that used on campus. Therefore, the facilities for teaching and learning must be adequate to the unit (relevant audiovisual equipment and library resources especially). In addition to classrooms, resources, and equipment, certain conditions for amenities have been found to be essential for the physical and mental health of students and teachers (comfortable overnight lodging, meals at near usual times, tea breaks). The amount of time and effort expended in reaching the place of the class is a factor of concern to staff and students. Thorough communication of any time-table change becomes very important under these circumstances.

The College views the programme in Bunbury as an opportunity to participate for the first time in extension teaching. The initial request to the College to offer the course came from the Department of External Studies, Bunbury Advanced Education Centre, Western Australian Institute of Technology, Bunbury. A previous interest survey of the area served by this Centre was the basis for the initial request. The preliminary discussions involved representatives from the Centre and two departments of the College, Library Studies and Communications. An on-site visit was made. Following the visit and discussions, a tentative time-table of units required to complete the course was prepared. The course was deemed to be feasible in negotiations if from sixteen to twenty-five students were enrolled. The course will be

dropped if the number falls below eight students. Any students caught in this circumstance would be able to complete the course in Perth. One advertisement and one article in the regional newspaper were sufficient announcements to create a pool of prospective students.

The general profile of students enrolled at Bunbury in the Associate Diploma in the Library Media (as determined by interviews) is:

1. Age ranges from 18 to 50.

2. Majority are married; majority of those married had children but only a small minority considered that their dependents would present any difficulty to study. None of the women's husbands objected to their wive's enrolment; only one, however, gave positive encouragement. Only two saw any conflict of interest between their other comitments and the work of the course.

3. The majority of the students have at least a basic educational standard equal to leaving. Two students had only reached junior level although one had, in addition, a technical certificate. Four bring useful skills to the course: audiovisual technician, television compere, office worker, and professional photographer.

4. Two-thirds of the students already work in either school or public libraries. Only two are unemployed or on part-time only.

5. The reasons for enrolling are:

   (a) extra qualifications (most of those working in libraries did not have formal qualifications).

   (b) do a better job.

   (c) improve general educational standard.

   Only two hoped the course would improve their promotion prospects.

6. Approximately one-third were not apprehensive to returning to study. About one-eighth were looking forward to study and about one-fifth were apprehensive. Two were sufficiently apprehensive that it was not certain they would complete the course.

7. The distance from the Centre did not present a problem. The majority live in Bunbury and the remainder are within an hour's driving time.

'Extension teaching' of classes has various possible patterns for time-tabling:

1. eight weeks, once a week, double sessions

2. one week, full-time

3. summer session, half days

4. fortnightly, double sessions, avoid semester time-table

5. once a month, two semesters, double sessions.

Classes are from three to three and one-half hours in length with a fifteen minute break. The purpose of the varied timetable is partly motivational for the student and the teacher, but also it conserves time, energy, and money for both. In this case the instructor has a distance to reach class greater than that of any student and is expected to make the trip no more that eight consecutive weeks. Each unit must also be taught in the appropriate time-frame. Therefore, the choice of the time for the unit from the above five is determined by the instructor. The students determine the best evening for a class or the best week of a holiday period. Instructors are then consulted to determine their availability and the availability of transportation satisfactory to the instructor. There are regular daily aeroplane, bus, and train services to Bunbury during the week. Private cars or College cars may be used. There is no restriction on the instructor in choice of transportation or accommodation, and the costs for these are met by the College.

In 'extension teaching' assignments and clock hours of instruction must be equivalent to those of internal teaching. In a majority of units in the Department of Library Studies the assessment is cumulative, that is, based on several assignments and tests and rarely on one paper or one examination. The intensive instruction-and-assignment pattern seems to be successful in Bunbury for two reasons. One reason is the sense of accomplishment which the students have felt after finishing the first two units and then by the end of the year, having used some holiday time, finished six units. The second reason may be somewhat localized, but some of the women fear their husbands may be transferred before they can complete the course. Significantly, beyond that local reason, in extension courses students want assurance that institutions will not phase out courses before their completion due to staff changes or falling enrolments. Students at Bunbury have been encouraged to take the units offered when they are offered and have consistently done so. This particular course should be offered in fairly large population centres to ensure work opportunities during the course (work experience is a requirement in the course) and after completion of the course.

Costs to the College include: advertisement, telephone calls, postage, caretaker fee but not facility fee, supplies, and some salaries for staff. If staff is not available and the unit must be time-tabled, relief staff is hired. If staff is available but overloaded, relief staff is hired for some part of the staff overload. There has been some dissatisfaction with the use of 'volunteer' staff expressed by the staff association. An instructor is not required to teach in this course; but if an instructor does volunteer, an attempt to decrease his teaching load in Perth is made to avoid an overload. There is not any attempt to compensate for an instructor's travel time.

Problems associated with money are (1) staff often must wait long periods for reimbursements, (2) departments may not have budgeted for supplies sufficiently early, (3) selling textbooks requires some co-ordination. These problems are given to point out that 'extension teaching' can easily break down on minor inconveniences: no transportation from class to motel when flying; the door of the classroom not unlocked on time; or, more irritating, interrupting a class to announce the closing time! Attention to details is absolutely necessary. Instructors soon learn to anticipate the needs of students for materials, place orders with the parent institution for library resources in advance, not to change times of class capriciously,

communicate any changes in writing as well as orally in class or by telephone.

The need to evaluate previous or current experience and academic qualifications of mature age students may be obvious but should be noted. Also, mature age students may be able to handle presentations in 'condensed' versions, but the instructor is wise to make few assumptions in this regard. Too often, only a few of the group are in this position and the majority feel the 'condensed' version is inadequate or confusing in its brevity. If the instructor normally teaches in only one course or one age group, the problem may not arise.

The course at Bunbury has been enormously successful in holding students - no dropouts, no absenteeism. This is the report of five different instructors from four different departments of the College. The students in their own words have said 'the diversity of subjects taught is stimulating and (the course) has broadened our outlook immensely'. The 'spirit of the group' is a tribute to what we think real teaching is all about! The essence of external teaching and learning, by whatever name it is called, seems to be the satisfaction felt by those involved in accomplishing the difficult and unusual - the teacher fills the unmet demand of students and students receive the instruction under adverse conditions. There are those who need some excitement in education, and these are the ones most apt to be involved in external studies.

SCHOOL LIBRARIANS AND CONTINUING EDUCATION : THE EXTERNAL MODE AT THE GIPPSLAND INSTITUTE OF ADVANCED EDUCATION

BY

KAY EMMA FROST
SENIOR LECTURER IN LIBRARIANSHIP
GIPPSLAND INSTITUTE OF ADVANCED EDUCATION
CHURCHILL, VICTORIA

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by Kay Emma Frost

LOCALE OF THE INSTITUTE

The Gippsland Institute of Advanced Education was established in 1968 primarily to meet the tertiary level education needs of the Gippsland region, there being no other tertiary institution east of Melbourne.

The Institute is located 158 km. east of Melbourne in the Latrobe Valley area of the Gippsland region at Churchill, at that time a State Housing Commission town planned chiefly as a dormitory town to provide housing for State Electricity Commission, Gas and Fuel Corporation, and other state department employees. In the mid-sixties the Latrobe valley area was selected by the then State Government for accelerated development, with a strong thrust on industrial development, and Churchill was designated to become a model new town with a population of 40,000 and a wide range of community facilities. The present population is 3,500 (1979).

ROLE OF THE INSTITUTE AS A REGIONAL COLLEGE OF ADVANCED EDUCATION: VOCATIONAL EMPHASIS

The Institute was established to meet the needs of two major groups, the first being school leavers unable or unwilling to go to the city for their tertiary education, the second being mature students whose educational opportunities had been limited in their youth and who needed or wanted further education. Potential students in the latter group normally find themselves restricted geographically to an even greater degree than school leavers, owing to employment and family considerations. From its inception, the Institute made provision for the entry of mature-age students to meet the perceived demand for places.

In its role as a college of advanced education, the Institute places emphasis on vocationally orientated courses mounted to meet perceived manpower needs in both the immediate and the larger community. The 1977 report of the Australian Commission on Advanced Education for the 1977-1979 triennium stated in its recommendations that while accepting that "there should not be rigid demarcation between advanced education and university education or

*TAFE" the Commission considered that "advanced education is tertiary education with a vocational emphasis". The Commission asserted as a "basic principle" that colleges of advanced education should be "vocationally oriented providing multi-level courses specifically designed to meet the needs of the community". (1) Further, the Commission stated two other basic principles, these being flexibility of entry requirements and emphasis on courses of an applied nature at an undergraduate level.

In its early years, the Institute found that a very high proportion of applicants were mature students, these falling into two major groups; those with no previous tertiary education but wishing to gain a vocationally orientated qualification; and those who wished to up-grade existing qualifications, largely in response to the demands for further training made by employing authorities.

Recent years have witnessed an increasing need for lifelong or permanent education in response to the information explosion, and rapid social and technological change. Both areas increase the need for up-dating and up-grading qualifications: and it is now generally accepted that most adults will need continuing education in various forms during their working lives. As J.A. Simpson (1972) observes in Today and tomorrow in European adult education (2) ... "one of the most significant developments that is taking place in adult education is the inclusion of a really substantial element of work which is geared to examinations for higher occupational posts, or higher remuneration, or which will re-train (adult students) for new work." (p. 101). Simpson (1972) sees the vocational emphasis as an enduring motivation in a society which provides a totality of education for its members throughout the whole length of their lives.

It is against this background, reflecting Australian national as well as international trends in educational thinking and planning that the Gippsland Institute offers a number of vocationally orientated courses through its Schools of Business and Social Sciences; Education; Engineering and Applied Science; and Visual Arts.

EXTERNAL COURSES

Very soon after the inception of courses, the expressed needs of the community for training or further training to meet the needs of mature students already in employment, was perceived by the Institute. Most students in this category are precluded from attending educational institutions which offer courses with attendance patterns and requirements which can only be met by full-time or, possibly, part-time students. The need for open tertiary education has been perceived and met by a variety of institutions in Australia. Further, there is a need for changed structures and patterns for students unable to fit in with internal, on-campus courses. In its report on open university education, the Committee on Open University of the Australian Universities Commission (1975) acknowledges (p. 18), "the potential demand for more ample opportunities for extra mural tertiary education". (3)

*Technical and Further Education

It is in this context that the Institute has offered increasing numbers of external units and courses each year, the 1979 figures being 13 courses and 155 units. External students, both part-time and full-time account for 1694 enrolments out of the 2155 total number of students.

SCHOOL OF EDUCATION : COURSES AND ENTRY PROVISIONS

The School of Education, of which School Librarianship is a Department, first offered courses in 1975 to meet the expressed manpower needs of the Education Department of Victoria and other independent employing authorities for teachers and teacher librarians in schools.

Courses offered by the School are Diploma of Teaching, Bachelor of Education (Primary), Bachelor of Education (Secondary), Graduate Diploma in Education; and Associate Diploma in School Librarianship and Bachelor of Education (School Librarianship strand). All courses make provision for mature age entry students, with the exception of the Graduate Diploma in Education and the Associate Diploma in School Librarianship. For the latter, the entry pre-requisite is a minimum of 2-year teacher training. Although the other Bachelor courses in Education are open to school leavers, the majority of students are teachers up-grading qualifications. The Bachelor of Education (School Librarianship Strand) has not been opened to school leavers, who are advised to qualify as teachers and to gain working experience in schools, before entry; though they may study School Librarianship units as single units, or, in some cases, as a sub-major.

School of Education courses are offered internally and externally. School Librarianship courses are offered externally only, though the Children's Literature unit is offered semi-internally, regular sessions being offered to internal students and to external students within commuting distance (about 75 km.).

SCHOOL LIBRARIANSHIP COURSES

On 3 April, 1973, the then Deputy Prime Minister and Minister of Education for the state of Victoria, the Honorable H.S. Thompson, M.L.A., made public the decision of the Victorian Cabinet that teacher education programmes were to be mounted at the Gippsland Institute of Advanced Education. The Minister stated this represented* "a very significant extension of decentralised tertiary education in Victoria." He added, further, "the addition of a School of Education .... will also allow the introduction of a much-needed external course for teacher librarians."

The two School Librarianship courses were first mounted in 1975, in response to the expressed need of the Education Department of Victoria and independent school systems to have the school library resource centre (perhaps the most expensive single resource in any school) manned by qualified teacher librarians.

*Public statement by the Honorable H.S. Thompson, Deputy Prime Minister and Minister of Education, 3 April 1973.

The two courses offered by the Gippsland Institute of Advanced Education are the Associate Diploma in School Librarianship and the Bachelor of Education (School Librarianship Strand). The general entry requirements are stated in the previous section, School of Education: Courses and Entry Provisions. In its entirety the Associate Diploma is a 2-year full-time course of 4 units per semester (or the equivalent in part-time study). The Bachelor of Education (School Librarianship Strand) is a 4-year full-time course of 32 units in its entirety.

The Librarianship component of both courses is 8 Librarianship units; plus a supervised Practicum in a school library and approved fieldwork, the Practicum having a nil unit value.

The courses aim to train competent teacher librarians with the professional skills to establish and manage library resource centres based on a sound understanding of the principles of both librarianship and education. Courses aim to develop in students a capacity to participate in curriculum planning and the development of educational objectives in schools; and to provide leadership in developing library resource centres equipped to meet these educational objectives.

School Librarianship courses cater for the varying needs of primary, secondary and technical school libraries, not by offering different courses, but by offering options within courses. It is also a basic principle that school librarians need full professional training in major areas of librarianship, irrespective of the type of school they plan to work in. For example, all School Librarianship students do the full 2-semester course in bibliographic organisation. It is sometimes argued (chiefly by librarians working in that area) that primary school librarians do not need to be initiated into the complexities of the complete cataloguing rules, classification system and subject headings, on the basis that they will not "need" that knowledge. School Librarianship holds it as a basic tenet that informed decisions in such areas can only be made of the basis of complete and thorough professional knowledge.

There have been no problems in meeting the realistic quotas for courses imposed by the *V.I.C., applications for places always having been in excess of places available. School Librarianship staff attempt to select the students most likely to succeed, balancing the regional nature of the college with the state-wide need for school librarians, and the needs of most prospective students for the external study mode. Applicants are selected by a committee of 5 appointed by the Board of Studies and approved by the Dean of the School of Education as Chairman of that Board. Selection is made largely on the basis of a comprehensive questionnaire issued to all applicants. The committee also prepares a reserve list in preferential order.

Numbers enrolled in School Librarianship courses and units have moved from 106 to 1975 to 202 in 1979, the total number over the years 1975-1979 having been 703. The apparently slow rate of increase can be adduced to a very heavy initial intake in response to manifest needs (more than 200 applications were received) and to the quotas set by the *V.I.C. in response to significant cut-back in funding for education.

*Victoria Institute of Colleges

Moreover the retention rate has been high in both the Associate Diploma and the Bachelor of Education (School Librarianship Strand) courses. A very high proportion of students are external. A result of this and of the librarianship units having been mounted gradually over the years 1975-1977, was that Associate Diploma students were first able to graduate in 1978. The Bachelor of Education was first awarded in 1979 (the course being a 4 year course first introduced in 1975). School Librarianship graduates accounted for 51.6% of the total number of Bachelor of Education graduates in 1979, the first year of award.

A.Vervoorn (1976) states in the publication, Summary of regional colleges (4) ... "It appeared that in terms of producing graduates regional colleges were at least as good as, and maybe better than metropolitan ones." In Chapter 17 of the same publication he cites other advantages of non-metropolitan colleges, the chief being the lessening of educational inequalities, the contribution to decentralisation, and the smaller average size which leads to increased staff: student contact. To this it might be added that a small Department such asSchool Librarianship at the Gippsland Institute (5 staff) can plan integrated programmes for students and can operate easily as a team in teaching School Librarianship units; monitoring student progress; planning and developing individual units; co-ordinating courses as a whole; and evaluating course work.

EXTERNAL TEACHING IN SCHOOL LIBRARIANSHIP

As has been already stated, all School Librarianship units are offered by external teaching. The courses have attracted large numbers of students, widely dispersed geographically, not only in the state of Victoria, but in some cases out of state also. Students in the last-mentioned group are mostly those who were living in Victoria at the time of enrolment at the Institute, or in a few special cases, students whose training needs cannot be met elsehwere. Students are required to meet certain compulsory on-campus attendance requirements, though in cases of extreme difficulty, alternative arrangements are made for or by students. Most students experiencing great difficulty in meeting attendance requirements are those who are out of state.

The courses have also attracted large numbers of mature students and a high proportion of teachers already working in school libraries. In 1975, 66.22% of the student intake were already working in school libraries : and in 1979 33.49% of the new intake were already in school libraries.

Both the maturity of the students and their working situation have been important factors influencing the way in which School Librarianship courses have developed.

It is worth noting that the average age of the initial intake of School Librarianship students at the Gippsland Institute was high. Informed "guesses" suggest that the average age of the 1975, foundation year, was probably as high as 40. Over the years 1975-1979, the average age has become lower each year, with 1979 students probably having an average age of about 30.

Mature age students are normally strongly motivated. As noted by Simpson (1972) in his study (2) for the Council of Europe, there is a high number of adult students on courses having a very specific vocational orientation. It has also been observed by School Librarianship staff at the Institute that mature students are resourceful in searching out materials and prepared to travel very long distances to use resources and to meet their tutors. Many

students undertake a 500 km. - 600 km. return journey to attend Weekend and Vacation Schools mounted for external students.

The job situation of the students, a high proportion of whom are already working in school libraries, or who are teachers planning to work in school libraries after gaining a qualification, is such that most students are already working in what might be described as a laboratory situation. Students not in this situation are asked and helped to find a school library to relate to, and, if possible to work in, even if only on a voluntary basis.

The strong vocational orientation and the personal maturity of School Librarianship students has led to a low attrition rate and to a fairly high level of success in completion (or planned completion of courses).

NEEDS OF EXTERNAL STUDENTS

The major needs of external students would seem to be study guide materials; access to resources; additional readily accessible study centres outside the "home" institution; and readily available staff: student contact and contact with other students. These needs are, at the same time, problems for the "home" or "parent" institution which has to find ways of meeting student needs.

After working in the external study area for more than 4 years, School Librarianship staff are firmly of the opinion that the greatest need of external students is that of staff: student contact, and, almost equally, contact with other students. External students feel their isolation keenly. The Gippsland Institute is exploring and developing a variety of ways of meeting student needs, ranging from regular Weekend and Vacation Schools to Study Centres across the state. More will be siad about the Schools and the Centres in later sections of this chapter.

In Teaching by Correspondence (5), a study undertaken on behalf of Unesco, Erdos (1967) comments on the value of face to face contact and oral teaching, citing as examples, and differing models, courses in the Soviet Union (the Moscow Polytechnical Institute); Australia (University of New England); India (University of Delhi); New Zealand (The Correspondence School of the Department of Education); and the Frankfurt Briefschule and the Swedish Breveskole (Chapter 8). She also makes the observation that oral-aural teaching and practical demonstration can be offered through the use of media, ranging from record players to video-tapes, without necessarily bringing students and staff to the one place.

There may be another major need of external students, and this one is possibly a question rather than a statement of perceived need, though it is sometimes raised by both external students and lecturing staff. Is there a need for external students to be self-pacing? In view of the situation of many external students - the geographical isolation, the distances to be travelled to gain access to resources or to attend Weekend and Vacation Schools, the problems of family and job commitments - is there a need for external students to be self-pacing across an academic year rather than on a semester basis? The success of the self-pacing, independent study courses offered by the Office of Independent Study, Division of Continuing Education, Oregon State System of Higher Education, under the sponsorship of Portland State University, suggests that this may be so.

Although School Librarianship staff have not carried out a full survey in this area, discussion with students supported by questions in evaluations of units, suggest that a number of students would prefer a self-pacing model.

Students appear to perceive this to be paced on receipt of all study guide materials at the beginning of a semester rather than in terms of extension of semesters. Although there would be administrative problems, in mounting completely self-pacing units and courses, School Librarianship have discussed the issue. As a result, the 2 units, Bibliographic Organisation of Library Materials I and II, are run as paired units, the second unit commencing at the beginning of the mid-semester vacation. At present, School Librarianship staff are examining the possibility of running other paired units across the mid-semester break. The moves in this direction may be only the beginning or more flexibility in the total time allowed for completion of course work. It might also lead eventually to a different pattern for Weekend and Vacation Schools.

THE EXTERNAL MODEL : GIPPSLAND INSTITUTE OF ADVANCED EDUCATION

External Studies at the Gippsland Institute are still in an early stage of evolution. The Institute pattern consists basically of study guide materials issued to students in batches; a series of Weekend Schools (normally at monthly intervals) and Vacation Schools to provide opportunities for effective staff / student and student / student contact; and to give students access to necessary services such as the Institute Library, the University Co-operative Bookshop, and computer and audio-visual facilities. It is a general principle that Weekend and Vacation Schools are not compulsory, the aim of the Institute being to offer open education. It is accepted, however, that certain aspects of some courses have laboratory, "hands-on" components. As observed by Erdos, (5) "In subjects in which practical demonstration and supervision in laboratory work are essential, only the theory can be taught by correspondence ...", p. 6. Some courses and units, therefore, include essential compulsory attendance requirements. School Librarianship has a proportion of compulsory attendande for the two bibliographic organisation units and the reference unit.

The Education Services Division prepares and co-ordinates study materials submitted by lecturing staff, the general administrative procedures of external studies and the orgnaisation of Weekend and Vacation Schools. The Educational Media Production and Services section of the Division consists of 4 major groups: Audio Visual; Graphic Design, Composing; and Printing. The Division also includes the Academic Registrar's Office.

There are two Co-ordinators of External Studies. These co-ordinators are often the first point of contact for external students needing advice or support; though it must be added that lecturing staff encourage the direct approach from students in situations involving course work. There is a direct line to the co-ordinators and an Ansaphone recording service so that students have a 24-hour service.

In addition, the Institute has set up 6 off-campus Study Centres in the last 2 years, bringing 92% of currently enrolled students within a 60 km. radius of an Institute Study Centre. The Centres, located in existing community facilities, are seen as cohesive units with uses and activities being determined largely by students themselves, and as providing opportunities for staff: student contact additional to Weekend and Vacation Schools, but not as an integral part of courses. The Centres are provided with furnishings and a small collection of basic reference books. Each Centre has a part-time External Student Liaison Officer, charged with the responsibilities of liaison with the Institute, supporting and initiating activities, and monitoring uses made of the Centres.

SCHOOL LIBRARIANSHIP STAFF:STUDENT CONTACT

As indicated earlier in this paper, School Librarianship staff are convinced of both the value of and the necessity for staff:student and student:student contact. Since the inception of courses in 1975, staff have placed emphasis on the person to person contact, attempting to get to know all students ad individuals and developing a variety of methods of contact within the inevitable restrictions of budget and staff numbers.

Almost 5 years experience has convinced School Librarianship that significant and worth-while contact with external students requires higher budgetary and staff provision, than similar contact with internal students.

The Board of Examiners of the Library Association emphasises the greater budgetary and staffing needs of external students in librarianship in its Statement on the Recognition of Courses in Librarianship. In its policy statement on Librarianship taught by external studies, in the 1978 Handbook (6) the Board emphasises that it "does not equate external studies with correspondence courses, nor does it see external studies as off-site versions of existing programs." Further, the Board of Examiners states, "External studies programs of acceptable quality ... will inevitably involve higher costs per student than those incurred in existing internal programs. Lower staff:student ratios will be an important element in those higher costs."

The Board also emphasises the need for a variety of teaching methods, including personal contact, through compulsory schools, visits to students by staff, supervised tutorials, tele-tutorials and other modes; and stresses the need for effective communication between the library school and the student.

STAFF:STUDENT CONTACT MODES IN SCHOOL LIBRARIANSHIP

Initially, School Librarianship staff attempt to build up a profile of students from the School Librarianship Questionnaire issued to all applicants for places on courses. These detailed questionnaires, which are examined by the committee selecting students for offers of place, are retained for reference and statistical purposes. Analysis of the questionnaires reveals information such as the percentage of each year's intake already*working in school libraries, the types of libraries, the number of years worked in libraries, the types of libraries, whether or not students are in charge of libraries, along with a good deal of other information about students' work experience and background.

In addition, a number of prospective applications for places, make arrangements to come to the Institute for discussion and course counselling, often travelling surprisingly long distances to do so. A number of students have made enquiries by letter, in which they have often given a considerable amount of information about their backgrounds.

The information about students, gained from application forms, the School Librarianship Questionnaire, letters and personal enquiries helps in the development of a student profile which is useful in course planning, and which also sometimes helps staff to anticipate likely problems.

*The 1975 and 1979 figures are 66.66% and 33.49% resepctively.

The first study contact is that arising from the students' receipt of study guide materials. Study guides may take a variety of forms, but a typical batch of materials would consist of the study guide itself (with emphasis on course or unit content rather than on how to study), a bibliography relating to study topic or area, selected readings and the assignment to be undertaken. The first batch of materials for each unit, normally an introductory batch, usually gives general information on items such as lecturer availability, for example; a course outline; the type of assignment to be presented and assessment methods; bibliographies for pre-course and on-course reading; and selected readings such as relevant periodical articles unlikely to be readily available to students.

Whenever possible, the introductory batch of materials is issued to students before the beginning of semesters, so that they will be able to do preparatory reading and plan their work-load for the semester and Weekend and Vacation School commitments. Thereafter, batches of materials are issued throughout the semester.

The chief regular contact between staff and students takes place at Weekend and Vacation Schools. The contact method is varied and determined by both the nature of the content of each School Librarianship unit, and perceived and expressed student needs. Teaching approaches and techniques may range from the lecture situation, through small discussion groups to individual staff: student consultation, employing a variety of methods ranging from audio-visual presentation to laboratory-type and "hands-on" work situations. In addition, School Librarianship perceive a need to expose students, many of whom live in isolated, remote areas, to experts in Librarianship and Education. Sessions with visiting experts are normally presented in conjunction with particular units, these sessions being open to all School Librarianship students. In the first years of operation a School Librarianship Open Programme was offered. This consisted of lectures by visiting experts, advertised as being open to all students in the Institute, and open, also, to local librarians and teachers. The chief intent of the Open Programme was to stimulate and promote Institute/community contact and involvement. Some difficulties, chiefly lack of space and time, have led to the curtailment of the Open Programme. However, School Librarianship sessions are still open, albeit on an informal basis.

School Librarianship places emphasis on tutorial contact on an individual or small group basis. Staff normally advertise times of availability at Weekend and Vacation Schools and emphasise their availability to students during the normal working week also. The response to the "Book-a-Tute" programme is evidence of student need for contact with staff. Tutorials during the working week are more often with students living within commuting distance, though numbers of students will undertake long journeys when they themselves perceive a need for tutoring, and students on holiday in the area often make arrangements for tutorials. Staff also encourage students to come to see them on a "getting-to-know you" basis. Such encounters are usually both welcome and worth-while.

Assessment of assignments is a more important staff/student contact in external teaching than in the internal situation. External students need copious written evaluation and rapid return of assignments, especially in the early stages of units and courses; and they not infrequently evince quite some anxiety if this is not forthcoming. There also appears to be a greater need for response to the student as an individual in staff reaction to assignment work as well as to assignment content and presentation. Comment on assignments, difficulties encountered, student perception of the value of

assignments set and the study guide materials are encouraged. Reactions of this sort usually come in with assignments and are, at time, the beginning of quite lengthy correspondence.

General correspondence and telephone contact are encouraged and may be initiated by either the student or the lecturer. School Librarianship staff have experimented with tele-tutorials with a tutor in Queensland. It is clear that carefully prepared tele-tutorials would work well with small groups, and consideration is being given to starting tele-tutorials with students in Institute Study Centres in 1980, if the staffing position allows.

In 1975 School Librarianship students were placed in Cell Groups on a geographical basis, the student population of that year falling quite readily into eight homogenous geographical groups. Staffing shortage was such that Cell Groups were advised that they would have to be largely self-directed. Leaders reported a variety of activities ranging from sharing materials and ideas to working on group assignments when such options were offered. An evaluation questionnaire, issued in 1977 and 1978, elicited the information that a number of students had maintained useful contact with other Cell Group members over the years. In spite of staffing shortage in 1975 and 1976, lecturing staff were able to work closely with three Cell Groups in 1975. One Cell Group about 100 km. from the Institute come in as a group for tutoring in bibliographic organisation. The Churchill Cell Group, which came to be known as the Publications Cell, worked with the Senior Lecturer over a 6 month period on the preparation of the student publication, Chosen for Your Children. (7) A second Churchill Cell Group worked with a School Librarianship lecturer and the Institute Librarian on a reading survey. In 1976, the Senior Lecturer was able to visit and work with the Warrnambool Cell Group for almost a week.

Students are encouraged to visit other libraries (sometimes with School Librarianship staff and sometimes on an individual basis) and to participate in workshops, seminars and conferences. Indeed, Special Fieldwork a component of the Practicum requires students to undertake activites of this kind. In addition, conference attendance is offered as an alternative to a specified proportion of assignment work on certain units. In 1978, 10 students took advantage of the opportunity to attend the Sydney conference of *IBBY conference. Staff:student encounters in places and situations, such as those sited above, have always appeared to be worthwhile. Such encounters have often led to significant exchange of ideas and opinions, providing evaluation of course structure, content and teaching approaches. Such evaluation sometimes indicates directions which should be considered in a way that cannot be easily determined from evaluation questionnaries.

EXTERNAL LECTURING STAFF : NEEDS AND TRAINING

Just as external students have special problems and needs, so do external teaching staff.

External courses are not merely off-campus versions of internal courses. Although general thinking still seems to be that courses should be taught

*International Board of Books for Young People

internally before they are offered externally, the experience of School Librarianship at the Gippsland Institute suggests that there may be advantages in grappling with external teaching immediately. The situation is not clouded by thinking about how the courses are taught internally and by attempting to reproduce internal modes in an external format.

Developing external courses is not a simple exercise, particularly for staff inexperienced in external teaching. This was the case with School Librarianship at the Institute. Exchanges at conferences suggest that lack of previous experience is almost the norm, and that many external teachers and lecturers have entered the area almost by default.

Consideration does need to be given to training of personnel in this specialised area. It is difficult to envisage types of courses which could be mounted to train staff. Perhaps one of the best training experiences would be for external staff themselves to become external students at another institution. Irony apart, this could be particularly valuable training.

It is possible that work experience in an institution with expertise in external teaching, combined with a series of structured visits to a variety of institutions offering differing external modes would be of considerable value as a training exercise.

In addition, in institutions offering external studies, seminars and workshops led both by outside experts and staff with expertise from within the institution would contribute significantly to training the external lecturer. Specific training programmes and an induction period within institutions offering external studies would appear to be one of the best ways of equipping new staff with basic competencies.

Considerable value comes from day to day exchanges with colleagues, as School Librarianship staff would testify. A great deal has been learned about external teaching over the years 1975-1979. As a staff, School Librarianship have the hope that consolidation of the first 5 years' experience will lead to development and also to new directions in the external teaching of School Librarianship.

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ISOLATION AND THE EXTERNAL STUDENT IN LIBRARY SCIENCE

BY

DIGBY HARTRIDGE
FORMERLY LECTURER
DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
RIVERINA COLLEGE OF ADVANCED EDUCATION
WAGGA WAGGA, NEW SOUTH WALES

ISOLATION AND THE EXTERNAL STUDENT IN LIBRARY SCIENCE

By Digby Hartridge

The basic question of whether or not librarianship can be satisfactorily taught at a distance, the concept of the independent learner, the administration of external studies, the comparability of internal and external offerings, assessment procedures, the design and compilation of packages, the availability of resource materials, the organization of practical experience: these aspects, seen from the viewpoint of the teacher, have been well aired in the literature of external studies and library science. The main problems have been identified - subjects that are particularly difficult to teach by the mode and the need for well supervised field experience - and solutions found though not always put into practice because of shortage of staff, the underutilisation of modern technology and poor cooperation between educational institutions. But one of the main problems from the student's point of view - his isolation from lecturers and other students - though recognised by critics from the outset as one of his main handicaps, has not been thoroughly examined. On-campus, the student can discuss his preoccupations as they arise and receive some sort of immediate response or reassurance. What does the off-campus student do to compensate? And how can the teacher help? In practice:

1. The lecturer tries to establish a personal link with the student at the beginning of the course.

2. One of the main objectives of the first residential school is social, allowing students to meet their lecturers and their fellows in a relaxed way. Similar opportunities are provided at later residential schools and during study visits.

3. Local study groups can be formed.

4. Students make their own contacts with local librarians.

Establishing a personal link with the student

This process starts with the first package sent to the student. It is regular practice to include a photograph and biography of the lecturer with other introductory written material. However, the lecturer can go further and attempt to start a dialogue with each student by asking for an immediate reply. In one introductory subject for the undergraduate course at the Riverina College the

lecturer introduced himself on tape and then asked students to reply by return of post, sending photographs and talking about themselves and their reasons for taking the course. To guide their answers, they were asked to state any library experience they may have had, what library resources were available to them, whether or not they had discussed their prospective career with a librarian, what journals or newspapers they subscribed to, their educational background, whether or not they belonged to the L.A.A. and their understanding of the importance of the subject and its place in the course (to get them thinking as well as describing). In 1978 about 80% of serious students (those who persevered long enough to send in at least one assignment!) responded, of whom only about 10% wrote rather than use the tape. Some replies were over half an hour in length As well as making students feel more at ease such an approach helped to break an emotional block - reluctance to send out the first contribution: at least the tape would not carry marks. The replies provided the lecturer with useful information on the composition of the intake and warned of any new problems, e.g. that a textbook was out of print.

Many students commented in their end of the year evaluation sheets that they liked the idea, and felt at home with the subject. However, one of the main objectives of the approach was to try to coax the tape-shy into using the audio-cassette to ask longer and more explicit questions and make more frequent comments on assignments and their grades. Disappointingly, few students do use tapes consistently - some never progress beyond the point where they draft their speeches first - and no doubt it is too time-consuming to set up a tape for recording and to pack and post it. Lecturers probably fail to play their part, for they live with formidable staff-student ratios and it is task enough to keep up to date with marking and other schedules. So, though it is a first duty to reply immediately and in full to all queries, other duties may be neglected: to anticipate problems by contacting students who are late in sending in their assignments, to follow up difficulties that have been revealed and to encourage problem students.

Even a form letter reminding students that an assignment is overdue elicits such remarks as: "I was about to give up but your taking the trouble to write to me gave me a jog", or "I didn't think I was more than just another statistic."

The telephone is potentially an even better means of communication but I know of no lecturer who has been able to organise a regular time for receiving calls from external students. Costs are high.

The first residential school

Most external courses have residential components, either compulsory or voluntary. The first school, held as soon as possible after enrolment, is basically for orientation. Lecturers will discuss routine but confusing matters of administration, choices of elective, field work requirements, the criteria for assessment, study techniques and so on, and a little teaching may be desirable, with one or two general speakers (e.g., someone from the L.A.A.) and a session or two in the library, but the primary function is social. A student can see he is not the only one overwhelmed by the work load, unsure of what reception his work will get, dying to talk to someone else about libraries, wondering what the lecturers are like, and so on. After the residential school correspondence with the lecturer becomes easier and firm links with fellow students are made. To the latter end, it is normal practice to bring students together for small group discussion divided according to the metropolitan area or region they come from.

The first residential school is difficult to schedule because time must be made for sufficient personal contact between each lecturer and student. The overall length of schools is kept to the absolute minimum, for students are pressed to find leave from home or work to attend at all. Lecturers must be prepared to make themselves available in the evening or during sessions when the work is flexible, such as during a library use visit, or even during other sessions. Extrovert or psychologically troubled students will tend to get more attention in a laissez faire situation, so it is useful to try to make specific appointments with each one. And, of course, some of the most profitable contacts are made during the evenings at informal parties or in the students' union.

During later residential schools and on study visits students will meet old friends, but again a deliberate effort needs to be made by lecturers to meet individual students. The emphasis in later residential schools switches to more formal sessions and practical work, though question-and-answer panels, seminars and small group tutorials are still widely used.

Outside observers who attend residential school or field study sessions are often impressed by the enthusiasm and constructive approach of external students. Whether this is a product of their calibre and maturity, their motivation and a certain weld of practical and academic experience, or of the close-knit atmosphere of the residential school, cannot be pronounced upon with any certainty but comparison with internal students is often favourable.

Local study groups

Compared with the large scale organization of local study groups for the Open University in the United Kingdom, which does not have Australia's problems of geographical spread, the efforts of our colleges are puny. The College itself or the Department or Library School may employ a field officer to organize field placements, study visits and cooperative exercises, and such a staff member could also visit individual students and set up study groups. Few are likely to have the time, however. The College administration may send out lists of names and addresses of students, arranged by area, but little can be expected to result from this passive approach, except perhaps to persuade the occasional student to consult about textbooks or sharing travelling expenses to residential school. A positive initiative is required. Once a study group is set up there does not need to be a tutor present at each session, for self-study groups are not notably less likely to be constructive and to-the-point. However, not only are they not self-initiating, they are not self-perpetuating either, for one or two students must take on the drudgery of organization and ultimately members fall away. Lecturers can provide topics, case studies, lists of readings, questions and guides. As there are unlikely to be enough students working on the same subject in any one area, topics may have to be on matters of current professional interest or valuable to the study of several subjects, and need to be carefully chosen.

It is technically feasible but prohibitively expensive to run study groups via the telephone system.

An alternative to continuing study groups, if they lose momentum, and where distances preclude regular attendance, are weekend schools held at less frequent intervals at colleges or libraries in each region. Lecturers could attend such mini-residential schools, and local speakers could be invited.

Again, though this is a little off the topic, students are encouraged to join the professional associations and attend local meetings or workshops. It is

pleasant to see more attention being paid to organizing sessions in rural areas.

Contacts with local librarians

A high proportion of library science students work or have worked in libraries - at the Riverina College about 60% of early intakes and later a much higher proportion as (perhaps unfairly but certainly wisely in view of the employment position!) selection methods changed. The libraries vary from small isolated school libraries to large academic libraries, and students usually already know professional librarians. But even those who do not work in libraries tend to establish good relationships with local librarians - to the point where the latter could be seen as an invaluable body of auxilliary tutors. Some keen students discuss virtually every assignment with experienced librarians and the lecturer can find himself involved in a kind of debate by proxy on many fronts. The natural antipathy that the practitioner may feel towards those of us in the ivory tower should not deter the lecturer from encouraging such an interchange, though he may have to make it specific that his stance, as an educator, is fundamentally different and that an idealistic or theoretical approach will bring comments and criticisms that do not reflect on the quality of a service provided under pressure from budgetary constraints and politicking.

How much assistance the local librarian gives to the student varies - the good public librarian seems to be the most helpful. Country students may be disadvantaged, but the public librarian in the country may himself be suffering from professional isolation and welcome the opportunity of talking with a keen student on a contentious issue.

In some subjects, such as library administration, the most productive projects involve considerable cooperation from a local library. I found librarians over three years of setting such assignments almost without exception to be willing and accommodating - though occasionally defensive - and this despite my not being able to make direct approaches, relying instead on letters that explained the purpose of the assignment.

External students, searching for materials, will often make incidental visits to libraries when they happen to be travelling outside their own areas. They may take the opportunity to discuss questions of policy and practice, and tour the building.

Librarians, of course, help students to obtain materials for their studies, from stock or through interlibrary loan. Some librarians write in asking what texts to buy or make it a practice to order from students' reading lists. Local libraries are, however, short on professional periodicals (to the librarians' own detriment) and external students do not get enough access to journal articles. Finding aids are deficient and interloans slow. This is somewhat beside the point of this paper, but one does cherish the hope that external students, librarians of the future, will form a lobby to press for improvements in this area.

That the student tends to rely for some support on practising librarians is a fact which may lend weight to the criticisms of those who have reservations about the distance mode. The unsatisfactory nature of the old system of registration examinations may be called to mind. There were many deficiencies in the system and one of them was that the unofficial and unstructured guidance provided to students by experienced colleagues could lead to hazing and to the perpetuation of conservative attitudes in the profession. So I must make it specific that the local librarian cannot be, for educational as well as practical

reasons, an essential element of a distance education course. The key to the quality of the education rests on the design of the teaching materials and the individual tuition provided by the lecturer.

Conclusion

The needs of on-campus students, like those of their on-campus fellows, differ according to personality, age, level, previous learning experience and other individual factors. For instance, a well organized and self-sufficient graduate may require little help and will make few demands. But I have assumed that most external students feel some sense of isolation and are to a degree handicapped by their lack of contact with others. Perhaps this assumption needs to be tested. However, a brief analysis of questionnaires sent to Riverina College library science students and numerous discussions with individuals seem to bear it out, and efforts to alleviate the problem are certainly appreciated.

Experience shows how much can be done to encourage interaction between external students and lecturers, other students and practising librarians, but too much depends on chance, geography and individual initiative. Only formally organized residential schools, study visits and weekend schools come near to realising their full potential.

Lecturers do not spend enough time on individual students, partly because of poor staff-student ratios, and it is possible that it would be worthwhile cutting down the number of assignments so that more attention could be given to improving rapport with each student over the year, rather than confining attention to written comments on assignments, with all the attendant problems of communication.

More staff is needed to organize local study groups, and to provide material for these. Alternatively, more cooperation with suitable resource persons elsewhere could be sought, though the organisation of such cooperative links would itself be very time-consuming. Students in far-flung areas are particularly disadvantaged and the solutions to their problems - perhaps special weekend schools or telephone links - involve extra expenditure. There is no escaping the conclusion that external studies need to be better financed, hardly an original observation.

It is clear, moreover, that the student with the money and time to travel is better placed then his poorer fellow. Too few employers grant study leave for residential schools and field work and virtually none provide funds for travelling and subsistence. Students not working in libraries cannot, of course, expect any assistance. There is no point in pretending that these categories are not handicapped, and do not need extra attention from the lecturer.

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EXTERNAL STUDY FOR LIBRARIANSHIP:

A FEASIBILITY STUDY

BY

D. ELAINE HAWORTH
SENIOR LECTURER
DEPARTMENT OF LIBRARIANSHIP
ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY
MELBOURNE, VICTORIA

EXTERNAL STUDY FOR LIBRARIANSHIP: A FEASIBILITY STUDY

By D. Elaine Haworth

INTRODUCTION

This paper aims to report on a study carried out in 1976 by the Department of Librarianship and School of External Studies, Royal Melbourne Institute of Technology (RMIT) to investigate the feasibility of offering, by external study, a first professional course in librarianship.

The feasibility of offering all, or almost all, of the course by the external mode was considered demonstrated. A decision was made, however, to defer development of the course until completion of a planned major review of all courses offered by the Department, in case the outcome of the review entailed changes sufficiently great to render obsolete any development of subjects for external study already undertaken during the progression of the course review.

The feasibility study is reported here as an indication of the factors that were considered relevant to a library school offering study by the external mode, and of what were considered likely constraints. (Since 1976 some minor course alterations have been made which would obviate some of the difficulties then foreseen.)

BACKGROUND TO THE STUDY

The Library Association of Australia (LAA) has, for many years, offered its Registration Examination by external examination only. The syllabus is prescribed by the Association, but it offers no teaching for the Examination, the successful completion of which enables candidates to apply for professional membership of the Association. This Examination, however, is being phased out and the last candidates will sit in 1980.

Since 1960, additional courses in librarianship have been developed in Australia, until there is at least one tertiary institution in each state offering a course (or courses) accredited by the LAA as meeting its requirements for professional membership. It is because of the development of these courses that the LAA is phasing out its Examination although the Association will retain its accreditation function. At the time of the feasibility study, LAA accredited courses in schools of librarianship were offered only by on-campus study.

For some years, RMIT had received a sufficient number of enquiries concerning the availability of librarianship courses by external study to warrant the two departments concerned in this study investigating further the demand and feasibility of offering the Institute's Diploma of Librarianship - a three year post sixth form qualification, accredited by the LAA - by the external, as well as the internal mode.

It had been known for a long time that there were a number of unqualified staff working in libraries outside Melbourne, and that the majority of these libraries were too far from their nearest library school for on-campus part-time study to be practicable for staff wanting to improve their qualifications. It was further recognized that metropolitan students, too, might have a need and wish for off-campus study and the convenience itoffered of self-paced instruction for students whose working hours or other commitments render regular class attendance difficult. The predominance of metropolitan over country students registered as external in other disciplines at RMIT supported this view. In addition, it was considered that there might be metropolitan employers who might find the continuous short units of day release now required for part-time librarianship students at RMIT more inconvenient administratively than the periodic release for larger blocks of on-campus study which external students would require.

External study in librarianship was rare in 1976 in the English-speaking world. There was a body of professional opinion that off-campus study was an inferior form of library education because it did not provide the amount of teaching staff supervision, group practical work and discussion available to on-campus students; neither were students at a distance from large libraries likely to have access to the range of library resources necessary for professional education.

It was essential for feasibility that any course offered by the Department of Librarianship, RMIT, must not disadvantage external students in comparison with their internal peers. It was equally essential that the course meet and retain the accreditation requirements of the LAA.

The LAA conditions for accreditation include the requirement that, for a course to be satisfactory, "students and staff must have ready access to book resources which are adequate in range and depth and to a sufficient range of libraries, and well qualified librarians must be able to supplement the full-time lecturing staff in the school, especially with lectures on specialist subjects".[1] An external programme would have to meet the same criteria. These would, of course, include the same curriculum, the same entry requirements and the same assessment for internal and external students.

RMIT has been offering external courses since 1919 and its School of External Studies was able to offer the range of educational and clerical support facilities necessary for a course such as the one under review. Some non-librarianship subjects taken as part of the RMIT course were already available by the external as well as the internal mode, students being free to choose their preferred method of study. It was considered, therefore, that if a demand existed for external study in librarianship and, if study by this mode were academically feasible and consistent with the standards of internal study and of the LAA, then RMIT would be a most appropriate institution to mount such a course.

THE COURSE SELECTED FOR THE FEASIBILITY STUDY

In addition to a three year diploma, RMIT offers two other courses: (i) a Bachelor of Social Sciences (Librarianship) course which constitutes a fourth undergraduate year undertaken by students who have achieved an acceptable standard in the three year course; and (ii) a one year Graduate Diploma in Librarianship.

It was decided to investigate the feasibility only of the three year course because: (i) the demand for on-campus study in it was demonstrably higher than for the other courses and the assumption was made that the demand would be higher for off-campus study in this course also; (ii) as the degree year had a known demand (relatively small) and a known high quantity of on-campus attendance, it was decided not to investigate offering it externally at that stage; (iii) as the librarianship component is spread out over three years (or five years part-time) in the Diploma course, as compared with one year (or two to three years part-time) for the Graduate Diploma, the requirements for on-campus attendance for parts of the course were likely to be considerably fewer in any one year than in the Graduate Diploma course and therefore more convenient for students; (iv) the implementation of an external studies programme could be achieved by introducing the course progressively over three years so that students could be enrolled as external only (and not mixed mode) throughout the course if they wished.

The mounting of the entire graduate course externally in one, or even two years (the normal part-time duration) was considered beyond the resources likely to be made available to the Department of Librarianship and School of External Studies. The experience of investigating the feasibility of an external three year course and, if deemed feasible, of mounting it was seen as being most beneficial to any future decisions of offering the Graduate Diploma externally.

THE FEASIBILITY STUDY

A grant of $3,400 was made by RMIT to the Department of Librarianship to carry out a feasibility study, completed by the author in 1976.

1. Sources of data

These were identified and surveyed as follows:

(a) Student demand for the course under consideration was investigated. While expressed demand may not equate with actual demand for a course, it was considered to be valuable as a rough guide to a possible number of applicants for the course. If expressed demand were negligible, it might be wiser not to offer off-campus study, or to offer it on a small scale and after carefully planned promotion. A very high demand might mean planning the use of available resources so that fewer students would be offered on-campus study to compensate for a relatively high off-campus intake.

(b) Subjects of the course (Appendix) were evaluated for their amenability to study by the off-campus mode.

The Diploma of Librarianship course consisted of seven non-library subjects, including a major taken over three years, and eight

librarianship subjects, which include two third-year electives from which one must be chosen. An additional subject LI 200, a field trip to Canberra was proposed for 1977 and, in fact, introduced then.

Of the non-library subjects, the following were already offered, or scheduled to be offered, by 1977, by the off-campus mode:

Compulsory subjects (Year 2):

Administration
Systems Analysis

Electives: Major (Years 1-3)

Sociology
History

Electives: Single subjects

Politics 1B
Logic
Pyschology 1
History of Science

This selection of subjects was sufficient to enable students to undertake the non-librarianship component of the course, and it was known that the choice of available major electives was likely to increase. The librarianship subjects, therefore, required assessment of their capability of being offered by the off-campus mode, at the required academic and professional standard.

(c) Selected country libraries

An attempt was made to assess strengths, for course purposes, of library collections in centres likely to be geographically convenient for students' study and where some may be employed while doing the course. It was thought desirable to assess, in addition, the attitudes of prospective employers of country students to having members of their staff as RMIT off-campus students. (The situation with regard to metropolitan libraries was regarded as too expensive to investigate, especially in view of the facts that metropolitan students have relatively easy access at all times to the RMIT library collection; and these students, when employed in libraries, already have opportunities for part-time study if their employers should prove unwilling to allow block release as required for on-campus requirements during external study.)

2. Collection of data

(a) Demand

To investigate the likely demand, an advertisement was placed in one national and two Melbourne newspapers. Readers were asked to fill in and return a form giving respondent's name, address and location of employing library (if any). It was stated that tuition would include short period of on-campus attendance in each year of the proposed

five-year part-time course. The pre-requisite of Higher School Certificate or equivalent (English essential) was stated and that library employment was also essential.

(b) Evaluation of librarianship subjects

A research assistant (a professional librarian with some progress towards a B.Ed.) was employed to make an analysis of all librarianship subjects in the course. She was supplied with copies of all syllabuses and course outlines and then briefed to interview the lecturer in charge of each subject and record the following details about it:

Duration (in terms of the number of hours spent in each type of learning used - lectures, tutorials, etc.);

Educational objectives (as subject terminal objectives, stated in behavioural terms);

Attendance (in terms of the quantity of on-campus attendance required);

Textbooks (in terms of availability);

Assessment (details of types used and percentage of marks allotted to each type).

(c) Country libraries

A second research assistant (a professional librarian) was employed to visit eight regional libraries. Locations were selected as a result of the geographical distribution of responses to the advertisement.

The resources of the libraries were briefly and informally surveyed to assess general reference and bibliographic strengths and whether any librarianship text books and journals likely to be used by students were held.

Assessment was made also of the attitudes of librarians to having staff members participating in off-campus study at RMIT, and to students not employed by a particular library using its collection for coursework. If a library had accommodation suitable for tutorials, this was also noted.

3. Analysis of data

(a) Demand for a librarianship course was indicated by 323 responses to the newspaper advertisement. These were classified according to: (i) type of employing library, and (ii) geographical area.

Employment analysis showed:

Type of employing library	No. of respondents	% of total
Public	81	27.0
Secondary school	62	20.7
Primary school	24	8.0
Tertiary institutions	32	10.7
Unemployed	101	33.7

The geographical analysis of all 323 respondents showed by grouping the data:

Major area	No. of respondents	% of total
Melbourne	220	68.1
Northern (Bendigo and environs)	46	14.2
Western (Geelong and environs)	18	5.6
Eastern (Gippsland)	25	7.7
Interstate & Overseas	14	4.3

Number of Victorian respondents from country areas = 89 (27.5%)

As already stated, replies to a newspaper advertisement in 1976 cannot, of course, be regarded as an accurate predictor of the number of likely applicants for a course which could not have been offered before 1978. Neither was it certain that the public library staff in country regional libraries who appeared likely applicants in 1976, would continue to be employed in public libraries, or that they would still be willing to embark on a course of off-campus study in Librarianship, if the opportunity arose. Nevertheless, the fact that 323 people expressed their interest in writing and that at least 21 regional library staff were identified as likely applicants did indicate a strong interest in a course of the kind proposed. Moreover, the professional grapevine and previous enquiries to RMIT prior to the newspaper advertisement indicated that the demand had been growing for some time.

The analysis of the replies to the advertisement, however, indicated that 33.7% of the respondents were not employed in libraries. It was regarded as essential that off-campus students be employed under the direction of a qualified librarian to compensate for any lack of contact with professional librarians which off-campus study might otherwise entail.

In addition, 28.7% of the respondents were employed in schools. The RMIT course did not offer a stream in school librarianship or any electives concerned specifically with this, whereas the State College of Victoria did. This College was developing a programme offering part of its LAA accredited four-year course in school librarianship externally, having already offered some first-year subjects in that mode. A course for school librarians, by external study, but not at the time accredited by the LAA, was already being offered by the Gippsland Institute of Advanced Education.

There remained 81 employees in public libraries (56, or 69% resident in the Melbourne area) and 32 employees of libraries of tertiary institutions (25 or 78% from Melbourne). The total number of respondents employed in libraries other than schools was 113. Of these, 32 were from outside Melbourne, including 27 from Victoria and 7 from other states. It was not known whether the 21 employees of country regional libraries visited, and identified as likely to become students of the proposed course, also replied to the advertisement.

(b) Subject evaluation: Librarianship subjects[1] (listed and described in Appendix).

The Librarianship subjects are listed here in terms of those requirements which have particular relevance to off-campus study.

Subject No.	Hours of essential group attendance				Location in hours		Equipment	Textbook Availability
	Tuts./ Prac.	Sems./ Classes	Visits	Total	RMIT Melb.	Elsewhere possible		
LI 121	50	Nil	10	60	26[2]	34	Nil	O.K.
LI 122	48	Nil	Nil	48	36-40	8-12	Cat.rules, Dewey 18[3] Sears	O.K.
LI 200	Nil	Nil	56	56	Nil	1 week in Canberra essential	Nil	Nil
LI 221	50	Nil	12	62	38	24	As supplied RMIT	1 ref.journal available Melb. only. Rest O.K.
LI 222	52	Nil	Nil	52	26[4]	26	Cat.tools, computer linked to RMIT's	O.K.
LI 320	Nil	34	Nil	48	34	14	Calculator & items available Dept. Lib'ship	O.K.
LI 321	42 & 8 student syndicate meetings	Nil	6-?	58	34	24	Nil now. Future may require computer terminal	O.K.
LI 322	52	Nil	Nil	52	26		Cat. & class. tools	Mostly O.K. 1 o/p & not readily available

(1) Considerations of space preclude presentation here of the detailed analysis.
(2) Proximity to a large reference collection could be an acceptable substitution for 16 hours.
(3) Available in many libraries. Deweys may be hired from RMIT Bookshop, but hiring would be expensive.
(4) Computer element from LI 322 planned to be transferred 1977 to LI 222.

Year 1

LI 121, Library Resources I required 16 hours class attendance either at RMIT, or in proximity to a large reference collection. Bendigo, Geelong or Traralgon were possible alternative venues (see (d) Country Libraries, below) though if parallel classes were offered in all of these, staff costs would rise accordingly. The compulsory 10 hours of library visits in Melbourne did not need to be taken simultaneously with visits by on-campus students, which took place in two-hour sessions spaced widely over the academic year. A block of library visits for off-campus students could be arranged during 2½ days.

LI 122, Bibliographic Organization I had a larger on-campus requirement for practical classes, though this could be achieved during an intensive course of 2-3 weeks. No difficulty was foreseen with regard to the cataloguing and classification tools required as equipment for this subject, as most of the libraries employing students would have copies. A hiring service for these tools was available for internal part-time students which could, if required, be extended for off-campus students.

Year 2

LI 221, Library Resources 2, required, at different times, access to a data base, a rich collection of government publications (12 hours) and an a-v resource centre (10 hours). On-campus attendance for periods of intensive learning at RMIT would be acceptable. Visits to libraries (12 hours) could not be arranged during intensive on-campus attendance periods, but had to coincide with visits by on-campus students because visits were related to segments of the course offered sequentially. No special equipment would be needed. The non-availability outside Melbourne of one of the required journals was not seen as an insurmountable difficulty. Photocopying of key articles for the purpose of private study and inter-library loan, together with the willingness expressed in some country centres to expand their library science collections, should obviate the problem.

Another requirement was a field trip. All students were required to participate in a five-day visit to Canberra during the mid-year break, the transportation cost being funded by the Institute. (This has since become a separate subject, LI 200, taken concurrently with LI 221.)

LI 222, Bibliographic Organisation 2, had the requirement of a computer terminal linked to RMIT's. The existing computer network between RMIT, Gippsland and Warrnambool Colleges of Advanced Education and the Bendigo, Preston and Gordon (now Deakin University) Institutes, together with the on-line link between RMIT and Caulfield Institute of Technology would enable librarianship course requirements to be carried out at these centres, provided the colleges concerned were willing to allow RMIT students access to their card readers or Caulfield's terminal. Failing co-operation of this kind or accessibility to one of the above colleges, regular access to a tutor in the Department of Librarianship as against a short on-campus course was considered essential. The nature of the assignments which students work on in tutorials demanded constant face to face contact with a tutor as students could not punch their own correction cards;

and there was no mechanism then for sending print-outs and card decks to students. A short on-campus course for external students would prove difficult because students need time to consider the assignments, and tutors with the required expertise for this subject would prove extremely difficult to find. Students needed access to a terminal for one hour per week throughout the year. Portable terminals with audio couplers, costing (in 1976) approximately $1,200 each could be supplied for external students, but there would be the difficulties of students having to pay STD telephone charges while using the terminals, plus the fact that there were only 6 dial-in lines to the RMIT computer.

Year 3

LI 300, Field Work, required full-time students and some part-time students to undertake a four-week practical experience programme in a library. The arrangements were made by the teaching department which also sent a staff member to visit the student and supervising librarians during field work. An assignment, related to the work experience and assessed by the Department, was part of the requirement for this subject. Part-time students employed under the supervision of a qualified librarian were exempt from the practical experience component, but were required to do an assignment based on the library where they were employed. Thus this subject would have presented no difficulties for external students as they would be employed in suitable libraries.

LI 320, Library Systems and Administration, had a high requirement of class attendance. If a sufficiently large group of students were located in one area, a lecturer could travel regularly to the group. If students were scattered geographically, the alternative of tele-tutorials could be considered, but for the role playing and other types of experiential learning required, students would be likely to be disadvantaged in comparison with groups who could see one another. (Confravision was not being considered as a method of solving the problem because of the expense involved.) The syndicate meetings would be difficult for students to effect if they were unable to meet conveniently, although to a great extent lengthy (and costly) telephone conversations could solve the problem. So, 34 hours of on-campus attendance, or its equivalent in off-campus group work was deemed necessary for LI 320 to be given by external study. This could take place continuously in a one-week intensive Open University type learning experience devoted exclusively to LI 320. The equipment and textbooks required for this subject were readily available.

LI 321, Library Resources 3, was an alternative choice to LI 322 below. Students required access to a strong collection of either science, social science or humanities literature. It was possible that collections in Geelong and Bendigo would have sufficed for at least a reasonable proportion of this time if libraries were willing (as they appeared likely to be) to allow RMIT students to use their collections. It was considered unlikely that any other non-metropolitan centre would have collections in sufficient strength for the student to work away from Melbourne.

The remaining on-campus requirement, for lectures and tutorials, could be replaced by a workbook for self-directed study; but

syndicate work would have presented difficulties. Because of LI 321 being an option, there was likely to be only a small number of external students of this subject. Thus, it could be difficult for students to form a syndicate in one particular area because of the likely wide distribution of domiciles.

The assignment which the syndicates were required to produce was sufficiently complex to make a crash course inadequate for the purpose.

Students planned and provided small programmes actually needed by libraries, for example, pamphlets or tape-slide presentations for library promotional or user education purposes. Plenty of preparation time was needed to collect information and have it ready for presentation at group reporting sessions. For Science and Social Science literature electives, access to a computer was seen to be a possible future requirement. The conditions outlined under LI 222 above would apply in that case.

The feasibility of offering LI 321 externally was considered to be somewhat doubtful, but not impossible.

LI 322, Bibliographic Organization 3, was the alternative to LI 321. Assessment of half the tutorials (26 hours) was by oral contribution in a group, so opportunity for this had to be assured. Some cataloguing codes were not readily available outside Melbourne, but the problem could be overcome by studying these during a period of on-campus study. Otherwise, the location of tutorials was considered unimportant; the tutor could travel to a point outside Melbourne if there were sufficient students in the area to assemble conveniently in one place. As with LI 321, the numbers of students taking this subject would not be large.

(c) Non-library subjects

It was apparent at the time of the survey that two suitable majors were available by external study: Sociology and History. In addition, Politics 1A - 3A are offered by external study and, although not available to librarianship students as a major in 1976, the possibility of future availability was not excluded. Single subjects available by external study included Logic and Psychology. History of Science, offered in previous years by external studies, required re-writing.

BS 522, Systems Analysis I, was taught by instructional notes and weekly tutorial classes, and no difficulty was foreseen in developing this subject by external study.

BS 464, Administration I, taken in year 2 as a service subject in the School of Business Studies, was under re-development and not likely to pose a problem.

(d) Country libraries

As a result of the clustering of responses to the advertisement, the following library services were visited: Corangamite Regional Library, Bendigo Regional Library, Bendigo Institute of Technology

Library, Goulburn Valley Regional Library, Wangaratta Regional Library, Traralgon City Library, West Gippsland Regional Library. (1) Librarians were interviewed, resources inspected to assess the likely relevance of the collections to the RMIT course, and if a room suitable for tutorials was available, this was noted.

From the analysis, it was evident that Bendigo, Geelong and Gippsland were the most suitable locations at the time for students employed in public libraries. The fact that these places also have Colleges of Advanced Education (2) is significant, both from the point of view of possible future students on their staffs and also of their likely strengths in library collections, and possible co-operation with the RMIT computer centre and Department of Librarianship for students needing access to terminals.

4. Staffing Requirements

In consultation with the RMIT School of External Studies, an attempt was made to estimate the costs of offering the course externally progressively over a three year period, preceded by a year in which the two Year-1 librarianship subjects would be developed for external study without being offered to students. During the first year of course operation, these two subjects would be offered and the Year-2 subjects developed. During the second year, subjects for Years-1 and 2 would be offered and Year-3 subjects developed. In the third year, the entire course would be available externally. Costing allowed for the items listed here.

- Development costs for a subject were estimated at one day per subject per week.
- Practical sessions = hours per subject.
- Correction of tuition papers

  Lecturer time required = $E_s \times \frac{d}{c}$

  where E_s = student enrolments for a given number of subjects
  d = number of papers
  c = marking rate

- Time required for other academic and administrative responsibilities (e.g. staff meetings, examination paper setting).

Expressed as a portion of a lecturer's time, the staffing rates were estimated to increase from 1 part-time lecturer for 2 days per week during the preliminary year, to 1.6 full-time lecturers in the third year when the external course was fully operational. This costing assumed that the doubtful third year subject, Library Resources 3, would prove feasible after a serious attempt had been made to develop it for external study.

If LI 321, Library Resources 3, were to be deemed not feasible, or if it were to be offered in alternative years with LI 322, Bibliographic Organization 3, the other optional subject, the required lecturer's

(1) Ballarat was excluded as it has a library School. Predictably, response to the advertisement from this area was negligible.
(2) Geelong's has now changed to University status.

time would be reduced to 0.9. Initial student intake was estimated at 30 (part-time).

(a) Additional staffing requirements for non-metropolitan students

From the visits to country centres it was evident that three were best suited as centres for students in library employment and where a demand for the course had been expressed: Bendigo, Traralgon and Geelong. The estimated staffing requirements pre-supposed lecturers travelling to these three centres and giving classes for the numbers of hours shown in the table in 3(b) as being amenable to locations other than RMIT. As it was hoped that free accommodation for the tutorials might be provided, rent was not included in the estimates but it might be necessary to do so if teaching in these areas became a reality.

It was difficult to predict the costs of staffing for non-metropolitan students four years ahead, but these were estimated in terms of travel expenses, accommodation and lecturer's time per visit. These costs, in 1976, of offering the full course externally, were calculated to total $10,646. This figure includes both optional third year subjects. If they were offered in alternate years this would reduce the cost to $8,886. Clearly, these costs would be higher today.

The costs of possible tele-tutorials were not estimated at the time, but it was intended to do so if a decision were made to offer the course to off-campus students.

(b) Additional costs of offering external study

These would be met by the School of External Studies and were not estimated in 1976. They include: paper, postage, typing, editorial work, graphics, a-v materials.

5. Conclusions

(a) Demand expressed for the proposed course was heavy, particularly from the metropolitan area. A number of country areas also had a concentration of likely applicants. To what extent the expressed demand was an accurate predictor of actual demand for an offered course was unknown, but the known factors discussed above seemed to indicate the desirability of offering it.

(b) The academic feasibility of offering all subjects except one elective third year subject (LI 321) presented no insurmountable difficulties, although in the opinion of staff then teaching on the course, a high number of on-campus attendance blocks would have been required. The elective third year subject was considered as of doubtful, but not impossible, feasibility.

(c) Some country centres would be suitable for off-campus study. Library collections were reasonable and, in some centres, librarians showed willingness to add to reference and/or library science collections to assist with course requirements. Suitable accommodation for tutorials was available in a number of libraries.

(d) The cost of staffing the course for external study for an annual intake of thirty part-time students was estimated and amounted to salary costs for one part-time lecturer two days per week in the preliminary year to 0.9 - 1.6 lecturers[1] in the fourth and succeeding years when all subjects, or all except one third year elective, were being offered and continuous revision being carried out on the external programme. In addition, if a lecturer visited three country centres two or three times a year (according to stated individual subject requirements), a further $9,000 to $10,500 would be required. If the student intake were lower, fewer than three country centres were needed so clearly these costs would reduce.

The cost of tele-tutorials as an alternative to at least some staff visits to country areas should be estimated when actual requirements are known.

(e) The quality of staff required for external study must be at the same level as is required for offering the course by on-campus study. A full-time lecturer appointment was regarded as essential, as administrative duties including attendance at co-ordination planning and staff meetings would be required. Part-time staff attending only for teaching duties and the setting of examination papers would not be adequate.

(f) Student numbers. The total number of places actually available to external and internal students in the Diploma course is determined by the Administration of the teaching institution. Owing to the likely limitations of available funds, an intake of students which would contribute to an over-supply of professional librarians was not likely. Also, the demand for internal part-time study might decrease with availability of a choice of study mode.

6. Postscript

The minor course changes which have taken place since the feasibility study was undertaken have, in some cases, increased feasibility by reducing the class attendance requirements. Self-paced learning programmes have been developed for sections of courses covering: materials selection tools, subject bibliography and PRECIS. Similar programmes are being developed for: acquisitions, information retrieval, cataloguing and reference work. The two third year options incorporate a common segment which consists of learning machine-readable data base searching by supervised experiential learning based on AUSINET and probably requiring on-campus attendance.

The first year non-librarianship electives have been replaced by a compulsory subject, Data Processing, which is available internally or externally.

The major course review is not yet complete and external study is not planned at present. The feasibility study has been, however, a valuable learning experience in planning to take account of the needs and problems of off-campus study.

(i) A lecturer's class contact time = 16 hours per week.

APPENDIX

DIPLOMA OF LIBRARIANSHIP

First Year (Degree/Diploma)

LI 121 Library Resources I
LI 122 Bibliographic Organization I

Plus Non-library Major 1
Plus a single subject (i.e. a foreign language, data processing, logic, history of science or other approved elective).

Second Year (Degree/Diploma)

LI 221 Library Resources 2
Prerequisite: all major first year subjects
LI 222 Bibliographic Organization 2
Prerequisite: all major first year subjects

Plus Non-library Major 2

BS 522 Systems Analysis I

BS 464 Administration I

Third Year (Degree/Diploma)

LI 300 Field Work: Diploma

LI 320 Library Systems and Administration
Prerequisite: all major second year subjects

LI 321 Library Resources 3
Prerequisite: all major second year subjects

OR

LI 322 Bibliographic Organization 3
Prerequisite: all major second year subjects

Plus Non-library Major 3.

APPENDIX (cont.)

SYLLABUS DETAILS

LI 121 Library Resources I

Introduction to the library in its historical and social context, with particular reference to Australia. An overview of the library's departments and functions particularly the acquisition of materials and the organization of reference service.

(4 hours)

LI 122 Bibliographic Organization I

The need for bibliographic control of the vast output of recorded information and the role of bibliographies, indexes and abstracts. Descriptive cataloguing and subject cataloguing, and their role in bibliographic organization; the Anglo-American Cataloguing Rules, the Dewey Decimal Classification and Sears list of Subject Headings.

(4 hours)

LI 221 Library Resources 2

The principle and practice of tracing, evaluation, and selection of library materials and their exploitation for assistance to readers.

(4 hours)

LI 222 Bibliographic Organization 2

A course designed to acquaint the student with the principles and practice involved in the organization of the cataloguing process, including the use of the most commonly used classification schemes and cataloguing codes.

(4 hours)

BS 464 Administration I

Introduction to organizational theory; the formal authority structure; functions of management; challenges to traditional organization theories; human behaviour in an organization; the organization framework; functions of managers in areas of business (top management, personnel, production, finance, marketing, materials management).

(2 hours)

BS 522 Systems Analysis I

Systems theory: types of systems, general theory of systems, cybernetics, the business enterprise as a system. The System Study: problem formulation, the systems plan, interviewing, flow charts, tabular charts, work measurement, work sampling, simulation, work flow analysis, classification and coding,

forms design, record and files, system controls, system justification, testing the system. The Human Factor: organizational aspects, the systems team, human aspects of systems.

(2 hours)

LI 320 Library Systems and Administration

This course is designed to focus attention on the issues faced by an administrator in determining a library's objective, structure and relationships with its environment.

(4 hours)

LI 321 Library Resources 3

A study of the bibliographical, selection and reference sources used in one major subject area, i.e. the sciences, social sciences or humanities, together with studies in some specialized areas in collection building and reference work.

(4 hours)

LI 322 Bibliographic Organization 3

A comparative analysis of systems and codes for descriptive cataloguing and subject cataloguing, including current developments on the state, national and international scenes. The role of subject analysis in subject indexing, and theories of subject analysis. The manipulation of a subject analysis in the construction of an index language.

(4 hours)

REFERENCE

1. Library Association of Australia. Guidelines for the establishment of courses in librarianship in Handbook 1979, p. 63.

AN INNOVATION IN PARTNERSHIP

BY

ROY LUNDIN and MICHAEL FONG
DEPARTMENT OF SCHOOL LIBRARIANSHIP
KELVIN GROVE COLLEGE OF ADVANCED EDUCATION
BRISBANE, QUEENSLAND

AN INNOVATION IN PARTNERSHIP

By Roy Lundin & Michael Dong

INTRODUCTION

This is a report on the evaluation of Part A of the Kelvin Grove C.A.E. Graduate Diploma in Teacher-Librarianship as it was presented in Darwin in 1978. This project was a co-operative venture between Kelvin Grove College of Advanced Education (K.G.C.A.E.), the Darwin Community College (D.C.C.) and the Northern Territory Division of the Department of Education.

The proposal, in summary, was as follows:

(a) That the first semester work (Part A) be conducted full-time in Darwin by qualified staff provided by the Darwin Community College and the N.T. Division of the Department of Education. The Kelvin Grove C.A.E. Graduate Diploma syllabus was followed with appropriate modifications to meet special needs of teacher-librarians in the Northern Territory. Lecturing staff from Kelvin Grove C.A.E. were responsible for special lecturing, assessment and monitoring of the course. Teachers were released for the work by the N.T. Division of the Department of Education.

(b) That the second semester work (Part B) be done externally from Kelvin Grove C.A.E. by those teachers who qualify (i.e., three-year trained or equivalent) and who wish to complete the Graduate Diploma. Each participant will be enrolled at Kelvin Grove C.A.E. and funding for these participants will be provided by the Commonwealth Department of Education. Kelvin Grove C.A.E. will give the award.

The project was seen as a pilot run only in 1978, and it was decided that no further commitments would be made until this run was evaluated to determine the effectiveness of this arrangement. The long-term view is that Darwin Community College mount its own course or assume complete responsibility for Part A of the Kelvin Grove C.A.E. Graduate Diploma in Teacher-Librarianship course.

1. Background

In October, 1976, an approach was made to this College by the Education Adviser (School Libraries) of the N.T. Division of the Department of Education to ask whether we would consider offering our Graduate Diploma in Teacher-Librarianship to teachers in the Northern Territory.

The suggestion grew out of a concern that no formal transferable credit was being gained by N.T. teachers doing the 13-week course in school librarianship at the Media Centre in Darwin. 'In-service' courses had been operating since 1973.

At the same time, the details of that course were submitted to Kelvin Grove for comment. Staff of the Kelvin Grove Department of School Librarianship and the Kelvin Grove Co-ordinator of In-service and Continuing Education, Mr Burce Scriven. All felt that no credit could be given for work done in that course. That is, those teachers who had completed the short N.T. course could not be granted any exemptions from the units of the Kelvin Grove Graduate Diploma in Teacher-Librarianship.

During a visit to Darwin to lecture to teacher-librarians in training in May, 1977, Mr Roy Lundin (Head, Department of School Librarianship) held discussions with Dr J. Eedle (Director of Education, N.T.), Mr Gil Jennex (Director of the Media Centre and Miss Margaret Clinch (Associate Head, Learning Resources Centre, Darwin Community College). These discussions resulted in an informal agreement that formal negotiations and planning should commence, with a view to implementing a pilot project in 1978.

The first formal approach was made by the Director of Kelvin Grove C.A.E. to the Principal of the Darwin Community College. Following this was a visit to Kelvin Grove C.A.E. in August 1977, by Mr Bob Heron, Director of Planning, Darwin Community College. He hald discussions with the Deputy Director, Head of Department of School Librarianship and the Co-ordinator of In-service and Continuing Education.

In September 1977, an appraoch for support was made to Mr K.N. Jones, Secretary, Commonwealth Department of Education, by the Director of Kelvin Grove C.A.E. The response was encouraging.

At its September 1977 meeting the Kelvin Grove College Board approved the project in principle.

In November 1977 the N.T. Teacher Advisory Committee of the N.T. Division of the Department of Education approved funds ($15,000) to mount the course in 1978.

After considerable pre-planning by the Education Adviser (School Libraries) of the N.T. Division of the Department of Education and the Head of the Kelvin Grove Department of School Librarianship, a formal joint planning meeting was held in Darwin on 13 December 1977. This meeting resulted in an agreement to proceed with a pilot run of the project in 1978, and various policies and procedures were worked out.

2. Course objectives and structure

The course aims at preparing trained and experienced teachers for appointment as teacher-librarians in primary, special and secondary

schools. In particular, the course provides opportunities to enable participants:

(a) to experience personal growth;

(b) to recognize their own basic values and re-examine their attitudes to educational problems;

(c) to analyse their attitudes and develop skills regarding their relationships with others;

(d) to gain an understanding of the principles and practice of providing educational resource services sufficient for them to accept responsibility for those services in schools;

(e) to develop competencies in the design, production and application of educational media;

(f) to obtain practical experience in the application of educational resource skills and services.

The full time, Part A, of the course comprises 18 weeks of study, three of which involve practical experience and observation in school libraries. The following table displays the units in Part A and the time allocation for each.

TABLE 1

Part A Units : Time Allocation

UNIT	HOURS PER WEEK				TOTAL HOURS IN SEMESTER
	Lectures	Workshops	Seminars/ Tutorials	Total	
1. The School Library in Modern Education (SLT 901).	1	1	2	4	60
2. Bibliographic Organization (BOT 901).	1	2		3	45
3. Reference Services & Materials A (RST 901).	1	2		3	45
4. Resources A: Curriculum Materials & Children's Literature (RET 901).	1		2	3	45
5. Communication and Media (CMT 901).	1	2		3	45
TOTAL					240

The school experience component of three weeks consists of two sessions:

(a) The first session, of one week, is time-tabled for about the fifth week of the course. Four days are spent in a school library of the teacher's chosen type, while the fifth day is spent in a library of a different type, e.g., a primary teacher will spend four days in a primary library and one day in a secondary library.

(b) The second session, of two weeks, is time-tabled for around weeks 13 and 14 of the 18 week course. Teachers spend the fortnight in a library of their chosen type, not the one visited in the first session.

Special arrangements are made for teachers expecting appointments to special schools or primary schools with secondary departments.

All teachers are visited by lecturers at least once during their school experience.

Part B of the course comprises five more units which are offered on a part-time basis, through both evening and external studies.

3. Course programme in Darwin

A full-time, Part A, component was offered in Darwin once in 1978, during the 17 week period of 22 May to 15 September. This period included 14 weeks of lectures and three weeks of school experience. This programme was one week shorter than the course at Kelvin Grove C.A.E., but extra sessions were held to compensate for this.

TIMETABLE FOR PART A IN DARWIN
1978 CALENDAR

WEEK	DATES	ACTIVITY
	May 18 & 19	Roy Lundin to meet with local lecturers.
1	May 22 - 26 (SH)	Course begins. Roy Lundin (SLT 901).
2	May 29 - 2 June	Joan Pigram (RST 901).
3	June 5 - 9	(Queen's Birthday, June 5).
4	June 12 - 16	
5	June 19 - 23	School experience 1.
6	June 26 - 30	Lyn Tinning (RET 901).
7	July 3 - 7	
8	July 10 - 14	Monty Morris (CMT 901).
9	July 17 - 21	
10	July 24 - 28	(Darwin Show Day, July 28). Geoff Atkinson, Guest Lecturer.
11	July 31 - 4 Aug.	School experience 2.
12	Aug. 7 - 11	Picnic Day, August 7 School experience 2
13	Aug. 14 - 18	Wally Fletcher (BOT 901).
14	Aug. 21 - 25	
15	Aug. 28 - 1 Sept(SH)	
16	Sept 4 - 8	Virginia Ferguson, Guest Lecturer.
17	Sept 11 - 15	Walter McVitty, Guest Lecturer. Course ends.

(SH) = School Holidays (NT).

The course was conducted at the Department of Education Media Centre, the Darwin Community College and at other locations in Darwin as appropriate for special sessions.

Local lecturers had prime responsibility for the week-to-week implementation of the course. It can be seen, however, from the Timetable that they were working entirely on their own for only six weeks of the course, so that they had considerable support during this pilot run.

4. Kelvin Grove C.A.E. lecturing staff participation

The five lecturing staff from the Department of School Librarianship who are mainly responsible for the five Part A units, each spent one week in Darwin for the following purposes:

(a) to conduct specific lectures, seminars and workshops as arranged with the Darwin lecturers;

(b) to discuss course procedures and requirements with both Darwin lecturers and participants;

(c) to monitor the progress of the course.

These five visits were so timed (see Timetable) that they did not interfere with the lecturing programme of the Kelvin Grove C.A.E. course, and so that monitoring of the Darwin course could be carried on throughout the 17 weeks.

Because the Kelvin Grove C.A.E. Graduate Diploma syllabus was followed, the Kelvin Grove lecturers sent to their Darwin counterparts copies of all relevant materials including hand-out readings, seminar and workshop sheets, lecture notes and, in the case of CMT 901, taped lectures and accompanying slides and notes.

Kelvin Grove lecturers also were primarily responsible for assessment in this pilot run, and the same requirements, criteria and procedures applied to N.T. participants as to those at K.G.C.A.E.

Approximately three weeks before the commencement of Part A in 1978 the Darwin lecturers submitted detailed plans for each of the five units to the Kelvin Grove lecturers for discussion and comment.

5. Special Guest Lecturers

The N.T. course co-ordinators also arranged for the following three special guest lecturers for one week each during the course:

Geoffrey Atkinson, Superintendent, Library Service, W.A. Department of Education. Formerly, Assistant Supervisor of School Libraries in Queensland Department of Education, and lecturer on the six-months in-service courses in teacher-librarianship held at K.G.C.A.E. prior to 1976.

Walter McVitty, Acting Head, Department of Librarianship, Melbourne State College. Nationally recognised expert in Children's Literature as both author and reviewer; guest lecturer in our January 1978 Summer School Unit, Contemporary Children's Literature (see Appendix C, pp. 41-42 of the 'Review Submission').

Virginia Ferguson, Curriculum Consultant with the Curriculum and Resources Branch, Special Services Division, Victorian Department of Education; noted storyteller; received government grant in 1976 to tell stories to Melbourne children in schools, parks, libraries, shopping centres, etc. Author of several books and editor of many more.

6. Course participants

Selection of course participants was the responsibility of the N.T. Education Department. The following criteria were applied:

- record as a classroom teacher,
- professional references,
- willingness to be posted to an Aboriginal school as this is where the greatest need lies,
- length of service in the N.T.,
- previous experience and interest shown in the field of school librarianship,
- evidence of recent study.

RESPONSE TO THE COURSE

1. Facilities

The course was conducted in several locations, but the main 'home room' of the course was located in the Media Centre. This was a small, windowless room which was considered inadequate and unsuitable for the purpose. Facilities elsewhere, especially at Darwin Community College, were considered excellent.

2. Resources

The book and non-book resources available to the students were excellent and would compare very well with those available to Kelvin Grove students. Instruction in none of the units suffered because of inadequate resources.

3. Kelvin Grove staff involvement

The involvement of Kelvin Grove staff was generally seen as adequate. In RST, BOT, and CMT it would seem that visits very early in the course would be desirable.

Several of the Kelvin Grove staff also felt that they would have liked more contact time with the students during the visit. This could have been achieved by better planning - especially to avoid over-loading the students with contact hours in each week.

4. Timetables

The timetable for the whole course seemed to be good even though students had to forego their normal two-week school vacation. The timing of the

course was an attempt to fit it completely within the second school term of the year. One Darwin lecturer felt that the course should have been longer, but one must keep in mind that this was only half of the Graduate Diploma.

The weekly timetable was generally seen as adequate and suitable to the needs of both lecturers and students. The basic timetable involved students in 16 contact hours per week, but in practice, particularly when guest lecturers were present, the contact time was considerably more than this. In BOT, the Kelvin Grove lecturer stated that contact time should have been four hours instead of three hours per week. In SLT, the Darwin lecturer found that this unit should have been timetabled into at least a three- or four-hour block per week to allow for completion of a topic in some depth. He found it frustrating to continually move back and forth an hour at a time. The Kelvin Grove lecturer in CMT also felt that a one-week saturation in that subject would have been preferable to spreading it out over the whole course. On the other hand the present arrangement did allow students to research, read and consolidate ideas over time, and this seems to be sound educational practice.

5. General organization

Considering the number of lecturing staff involved (over 25) from three sponsoring bodies, and considering the distance problem between Darwin and Brisbane, there were remarkably few problems. Several lecturers commented on the efficient and friendly co-ordination which Michael Fong provided and this co-ordination gave the course its cohesiveness.

One area of some concern in a couple of the units was the time it took for assignments to be returned to students. This was partly because the assignments were read and commented on by both the Darwin and Kelvin Grove lecturers. In a future programme, this problem should receive special attention.

Another area of concern for some lecturers at the Darwin Community College was that there was a lack of leadership and co-ordination among them in the early stages. This problem appeared to be largely overcome through good teamwork.

6. Course participants

Most lecturers were reluctant to make statements about the students because of the brief encounters. Of those who did comment, only one Darwin lecturer expressed serious disappointment in the group. Some sample comments seem appropriate here:

'... all seemed quite appropriate to the discipline'

'... a pleasant group who seemed to be of essentially similar calibre to those we get here (Kelvin Grove)'

'An enthusiastic group. I think they should all make adequate teacher-librarians.'

'... all participants will function well in the school library, even those whose strong point is not writing academic assignments. Assignments did not show strong innovative or adventurous spirits ...'

'... Quality of assignments satisfactory - the sort of range normally encountered in our (Kelvin Grove) course.'

'A highly motivated group; articulate and hardworking.'

'The students were of good quality and from my viewpoint they seemed to have developed by the end of the course a good understanding of their role in the school library situation.'

'The students were at all times attentive and serious in their approach to the course. They were reticent to participate in some discussions - though stimulating discussion emerged at one or two of the working sessions.'

'... the class seemed attentive and interested. Most took copious notes.'

A number of lecturers expressed concern that some of the students would not be employed as teacher-librarians at the end of the course.

One comment related to the size of the group being too small for rich interaction. However, the number of visiting lecturers may have compensated for this.

The general conclusion one might make from these comments is that the students were well selected and the standard of their work was good enough to be held up to that of work done by students at Kelvin Grove College.

7. Darwin lecturers' perceptions of the Kelvin Grove course

In general, with the minor changes in content to meet Northern Territory needs, the course was seen as adequate and appropriate. Again, some comments may be given as examples:

'... the course is excellent for the preparation of teacher-librarians anywhere in Australia.'

'Course content seemed relevant to N.T. needs. Students approved of workshop/seminar approach. To me this approach was particularly helpful when the workshop/seminar complemented the lecture early in the week.'

'I thought the course covered basic teacher-librarians' requirements.'

'The unit seemed to be well designed and comparable with any other general reference course. I was able to include reference to a number of N.T. reference sourses.'

'... it seemed fairly appropriate.'

Only one Darwin lecturer expressed serious concern about the course. This concern for the need to revamp and restructure the course seemed to stem from the problem the lecturer had in darting back and forth from his place of work for one hour discussions and lectures. He would have preferred a full week at a time to work with students in depth rather than picking here and there.

It would appear that although the course was generally well received and successful there is room for improvement in the light of the experience from this pilot run.

8. General comments from lecturers

The Darwin lecturers generally seemed to enjoy taking part in this venture. A number of them commented on the interesting and stimulating experience they had had and said they would like to be involved again. There were, however, some concerns.

The main concerns seemed to revolve around the need for more involvement by Kelvin Grove staff. This need was supported by Kelvin Grove lecturers also.

One Darwin lecturer, for example, was concerned about 'the obvious danger in teaching by librarians ... without training or experience as teachers'. So he felt that a greater degree of Kelvin Grove involvement might be beneficial.

Another was concerned about the need for a clearer definition of responsibilities between N.T. and Kelvin Grove lecturers and concluded that as it is a Kelvin Grove course, the Kelvin Grove lecturers should have more input and supervision.

One lecturer felt that the co-operative venture was well worth persevering with, but that Kelvin Grove staff should investigate alternative delivery systems for its course. He thought that Kelvin Grove should videotape the internal lectures to be sent to Darwin where local participation would be limited to tutoring. A Kelvin Grove lecturer suggested communicating regularly with Darwin lecturers by audiotape.

One Darwin lecturer from the Education Department believed that it is unrealistic to expect Darwin lecturers to take on a subject in addition to normal duties, without being relieved of any duties, unless lecturing is done at night for pay. Lack of time stopped this person from attending guest lectures in her subject and inhibited her from spending enough time with the students. This issue is very important and needs to be the subject of further investigation and negotiation.

Kelvin Grove lecturers all found the experience interesting and rewarding, and although it added considerably to their workload they all would be happy to participate in a repeat of the course. It would be very difficult, however, to increase the amount of such participation unless there were ways of compensating for such participation.

In general, it seems evident that this pilot run was perhaps based to a considerable extent on the goodwill of all the lecturers and in future a more sound basis will need to be provided.

THE DEVELOPMENT OF EXTERNAL COURSES

IN LIBRARY & INFORMATION SCIENCE AT RIVERINA COLLEGE

BY

EDWARD R. REID-SMITH
PRINCIPAL LECTURER

RIVERINA COLLEGE OF ADVANCED EDUCATION
WAGGA WAGGA, NEW SOUTH WALES

THE DEVELOPMENT OF EXTERNAL COURSES IN LIBRARY AND INFORMATION SCIENCE AT RIVERINA COLLEGE

By Edward R. Reid-Smith

THE COLLEGE

Riverina College of Advanced Education is a regional multi-purpose institution which has offered courses in Wagga Wagga since 1972. It incorporates the former Teachers' College (established in 1947) as one of the three foundation Schools. The former Agricultural College (established in 1949 but based on the experiment farm and college founded in 1892) was gazetted as a single-purpose college of advanced education in 1972, and was integrated with Riverina College in 1976 as its fourth School. The other Schools are Applied Science, and Business and Liberal Studies.

The establishment of Riverina CAE resulted from the recommendations of the Heath Committee which met during 1967 and 1968. In 1970 the Interim College Council proposed the establishment of "an envisaged Division of External Studies"(1), and by the time that the College first offered courses in 1972 its regional character was further emphasised by the Study Centres in Albury and Griffith. In 1978 the former became the Albury/Wodonga Campus of Riverina CAE. Although these two established physical presences in Albury and Griffith indicate the College's regional character, there is no clear agreement on exactly where the Riverina district is. Since J.D. Lang proposed a new Riverine (sic!) Colony in 1857 there have been several proposed boundaries for a separate State, and certain existing administrative regions (e.g., the 1972 NSW Police District) use the description "Riverina" though they do not coincide with each other.(2)

There had been for a number of years a movement for the establishment of a Riverine University, and the possibility of a college of advanced education in Wagga was seen by many sympathisers as greatly lessening the possibility of such an independent institution. However, at least some of the staff of the former Wagga Teachers' College saw the proposed CAE on a multi-disciplinary basis as a very real step in the provision of tertiary education within the region. Indeed, only two or three years ago the proposed establishment of a university in Albury as part of the growth area planning opened up the possibility of some form of multi-campus federated university of which Riverina College might be a constituent institution.

As it is, the College is an autonomous body established under State laws and financed by the Australian Federal Government through the Higher Education Board of NSW. The Board is responsible for initial assessment of courses which are ultimately (i.e., when accredited by the national Tertiary Education Commission) formally registered with the Australian Commission on Awards in Advanced Education. This national guarantee of standards and standing is accepted internationally, and is of course the same with every college of advanced education.

A college consists of people, programmes and premises, and there is an implication of coming together and interaction. A fourth "P" may well be "problems" as part of the educational process. This paper briefly introduces the four P's as far as they relate to the provision of distance education in library science at one particular library school.

PEOPLE

It must be appreciated that people are the most important ingredient in any educational (or other) institution, and that people are complex psychological organisms whose knowledge and skills and attitudes and motives constantly interplay to create fluid and subtly unique situations. The present paper can therefore give only a superficial picture.

The initial ideas for courses(3) in library science seem to have come from Margaret Macpherson and other staff of the library of the former Wagga Wagga Teachers' College, and were supported by Keith Swan and the chairman of the WWTC Committee set up to examine the implications of the Martin Report. Mr Swan's interest in librarianship was initiated by his use of libraries as a college lecturer and historiographer, and encouraged by being married to Vera Swan (former librarian of the Teachers' College and later Librarian of Riverina College). The Riverina College library was early organised as part of an Information Resources Centre (IRC), whose Acting Director, R.A. Cornell, was concerned to widen the scope of proposed courses from teacher librarianship. The IRC includes the Library, the Educational Technology Unit, the Curriculum Resources Centre, and the Computer Centre. There was a high turnover of senior staff in the cradle days of the College and Cornell returned to the US. The Principal, C.D. Blake, thereupon became Acting Director of the IRC with Ajit Singh as Librarian. The present Director is Brian Cook and the post of Librarian has been abolished. In 1980 the library school will be transferred from the School of Business and Liberal Studies to the IRC (fulfilling one of Cornell's suggestions).

Keith Swan continued to work for the introduction of courses in library science, and this was facilitated by his appointment first as Acting Dean and later as Dean of the School of Business and Liberal Studies. However, there was increasing opposition to a library school from some committee members of the Library Association of Australia (LAA), and from some staff in other library schools; sometimes these categories overlapped in the well-known situation where too few people wear too many hats. At the same time there was growing support from the "silent majority" as well as from some "key figures".

There was apparently some misunderstanding between the College and the LAA by 1973, when the latter was pressing for a course in Sydney and opposing the prior establishment of one in Wagga. In November 1973 this led to a meeting at which Harrison Bryan and Miss M. Ramsay represented the LAA, and Dr C.D. Blake with Keith Swan represented the College. This meeting was held at the offices of the Advanced Education Board (AEB) of New South Wales, which was represented by Messrs Pratt, Gleeson, Allen and Gilbert. Mr Gleeson made it clear that the AEB had decided to give priority of courses at a major country college, with perhaps another from 1976 at a college in the metropolitan area.(4) Interpretations of this meeting by some of the participants do not appear to co-incide on all points.(5)

The number of staff has always been a problem; the recruitment projections of August 1973 envisaged that courses would start in 1975 and that a Principal Lecturer and a Senior Lecturer would be recruited in 1974 to plan the courses, with a further lectureship late in the year to help prepare subjects. By the start of the third year of teaching in February 1977 it was planned to have eight lecturers of various levels specialising in library science.(6)

Similar figures were sent to applicants for the post of Principal Lecturer, and were therefore used as the basis of planning the new courses in the final submission to the AEB.(7) However, increasing potential enrolments and a change in EFTS formula called for a revision of staffing to envisage twelve by the beginning of the 1978 academic year.(8) The reality has been sadly different despite the author's conviction that a minimum of twelve is essential for a viable library school of this kind. The rapid growth of the College (both courses and number of students) has caused great demands in most areas, and it has not been possible to employ staff in the envisaged numbers.

From the start the author envisaged a staff with considerable overseas as well as Australian experience, who could contribute to developing the concept of library and information science in Australia. Indeed, the final submissions envisaged "eventually to reserve one visiting senior lectureship for interstate and international library and information scientists of repute",(9) but although several professors and chief librarians indicated their willingness to do this, the College itself has been unable to finance the plan. The first appointee, the author, arrived in April 1974 and was immediately engaged on preparing the final submission to the AEB. With many years previous experience in four overseas countries, and qualifications in both librarianship and adult education, the philosophy of the courses was set up. By mid-1977 the then five full-time lecturers had between them over 75 years experience, had worked in nine different countries, and had lectured in twelve different library schools.

In November 1974 Oliver Mann transferred from the College library where he had been in the acquisitions and cataloguing section since 1973. He developed the library materials subject for both internal and distance students, and helped in the promotion of the Wagga Toy Library for handicapped children. He left at the end of 1977 to join the State Library of South Australia. Digby Hartridge arrived in August 1975 from Rhodesia where he had been Senior Government Librarian since 1972, and had previously worked in the National Archives for several years. He also was qualified in adult education, and contributed greatly to the philosophy of external teaching. Digby left in December 1978 and is now with the NSW Parliamentary library in Sydney. Brian Howes returned to Australia

to join the staff in September 1975 after lecturing in the UK and Nigeria. He had originally spent ten years with the State Library of South Australia, and in addition to lecturing at Riverina College took over as Course Co-ordinator for the Grad.Dip.Lib. course.

Syd Davis joined the staff in February 1977 from the library school in Tasmania, with experience and previous teaching in the UK and Uganda, and his appointment brought the number of full-time lecturers to five (of the envisaged eight). He took over the job of Course Co-ordinator of the BA course in addition to lecturing. Towards the end of 1977 Dianne Pollard began her year as tutor in charge of the practical experience programme (working under the direction of Brian Howes), before returning to the Technical and Further Education (TAFE) sector in Sydney. She was replaced for a further year by Kerry Ryan who came to us from Maitland Public Library. In 1978 Oliver Mann was replaced by Christine Frey of the College Library and previously with the Fisher Library of Sydney University. At the same time Athele Deller began her year of contribution mainly in the areas of children's literature and librarianship, before returning to Queensland. Athele had previously worked in Papua New Guinea.

This "second generation" of lecturers changed the tenor of the team from an international to a more consciously Australian philosophy on the whole. It remains to be seen how the "third generation" of staff appointed from 1979 will shape the library school. These are John Mills of Perth (Western Australia) and Peter Williams (a New Zealander, but coming from the Darwin Community College).

The library school includes students as well as staff of course, and these have come from all States in Australia as well as some neighbouring countries. The first two students actually enrolled in pertinent subjects in Spring Semester (July) 1974 part-time, being employed in the College library. The first official intake of students commenced in Autumn (February) 1975; eight internal and forty-three external students enrolled, and a second intake of thirty-seven external students was accepted in Spring (July) 1975. These first students came from NSW and Victoria, and a few from as far away as Queensland (experimentally to see what special problems extra-long distances would bring). Since then the number of students has increased each year as far as quotas allow, with approximately 350 students enrolled in Autumn 1979 in the two courses. Accurate continuing statistics were not kept by the College before 1978, but records provide data for the compilation of the following table which shows new students remaining after official withdrawal-without-penalty dates.

Table 1

NEW ENROLMENTS IN LIBRARY SCIENCE AT RCAE 1975-1979
(Source: Returns to HEB)

COURSE	1975		1976		1977		1978	1979
	Aut.	Spr.	Aut.	Spr.	Aut.	Spr.	Aut.	Aut.
BA (Internal)	7	2	8	3	13	0	12	21
BA (External)	43	37	78	23	53	1	65	67
Grad.Dip.(Internal)	-	-	-	-	3	0	6	5
Grad.Dip.(External)	-	-	-	-	58	1	57	34

Because College records have been centrally handled we do not have all the data concerning students which we would like for individual courses. Approximately two-thirds of all external BA students are currently working in libraries, but only about one-third of the Grad.Dip.Lib. students are in library work. Of the remainder almost all of the post-graduates and about half of the BA students have never worked in a library.(10) Several students have studied librarianship before, some of them transferring from other library schools. A few are already qualified librarians who are seeking a degree; a handful are chief librarians in their own systems.

One matter of special concern to the College has been the matter of withdrawals. This is something of an emotive matter, and one linked with student numbers and therefore ultimately with the size of grant allocated to the College. Research in many countries has indicated that most withdrawals occur during a student's first year; that withdrawal may either be associated with a lack of social and academic integration or due to personal factors; and that the rate is much higher for external and part-time than for full-time internal students. With most library science students at Riverina College being external the high withdrawal rate should be no surprise. It has been suggested that CAE courses are likely to attract students underestimating the amount of time and effort needed to complete an external course successfully,(11) and one would expect that the longer the course the more chance of withdrawals. This latter is in fact not entirely upheld; although the continuing external Grad.Dip.Lib. students had a low withdrawal rate (5%) in 1978, the new ones had a much higher rate than the undergraduates (39% compared with 19% respectively; see Table 2).

Table 2

NUMBERS OF EXTERNAL LIBRARY SCIENCE STUDENTS 1978, INDICATING WITHDRAWAL RATES COMPARED WITH COLLEGE-WIDE ATTRITION

	10 March (N)	1 December (N)	Difference (N)	%
Library Science				
BA (New)	70	57	13	19
BA (Continuing)	95	77	18	19
Grad.Dip.(New)	61	37	24	39
Grad.Dip.(Continuing)	38	36	2	5
College-Wide Subjects				
12 New	443	308	135	30
15 Continuing	554	458	96	17
27 Both	997	766	231	23

Note: (a) Range 0-67% withdrawal rates averaging 23% overall.
(b) College-wide subjects include library science, but exclude those with intakes in both semesters of 1978.

The College does not yet have profiles of the student body, but certain features are noticeable. Most of the student-librarians are females, but an increasing number of males are enrolling in the Grad.Dip.Lib. course. Between a quarter and a third of students may come from

metropolitan areas, and their ages range from high school leavers to their fifties. Many are married; all have personal lives into which study intrudes. We have to realise that although education is the primary concern of the College and the staff, it is not usually of first importance to the student. If anything threatens the delicate balance of family life, social life, employment and study, then it is the last which will probably be given up. Students are hardworking people; students have conflicting interests and responsibilities; students have lives of their own, and the College is only on the periphery.

PROGRAMMES

The present author's first task was to draw up curricula as working documents for an ad hoc committee of librarians, library educators, and educationists. Only three months were allowed for preliminary discussions, survey and curriculum development, before the final submission to the AEB; but many years of experience of a number of people went into it. There were several restrictions: Australia had already adopted the British model of first (bachelors) degrees and graduate diplomas, and the college of advanced education system did not allow the adoption of the American model of a first professional award at master's level. The author's proposal for a two-year Grad.Dip.Lib. as a first professional award was not accepted, as being out of line with current practice. A further proposal for a four-year honours BA degree(12) was rejected partly because of being contrary to AEB policy and partly because of the additional time which would be needed for external students to complete the requirements.

A further discarded concept was of a BA degree which would be almost entirely professional. The initial suggestion was that "the professional content should not be less than 65% of course requirements, and that academic subjects should be relevant to the education of the student librarian rather than a make-weight to expand a course to degree length".(13) However, the College and the ad hoc committee believed that an elective non-library science stream should be provided to broaden the general education of librarians, and the Canberra CAE pattern of library science being one of the two majors in the degree prevailed.

The College was fortunate enough to have John Balnaves, Principal Lecturer in Librarianship at Canberra CAE, on the ad hoc committee. Other librarian members were Vera Swan of the Riverina College Library, Helen Brayne (Wade Shire Librarian), Helena Hicks (CSIRO Library, Griffith), Duncan Marshall (City Librarian, Wagga Wagga), and the author. This ad hoc committee (which included representatives of the Schools in the College) continued, with some changed membership, as the advisory Board of Studies. A system of Course Consultants and Subject Advisers was instituted and the services of several key persons in Australia and overseas were sought in this regard. Unfortunately, the College was unable to finance other than Jean Hagger (then Head of the Royal Melbourne Institute of Technology Library School) as Course Adviser 1976-77, and the services of other consultants could not be taken up. However, some limited individual liaison has taken place between Digby Hartridge, the author, and persons outside the College.(14)

As finally approved, the BA course includes about 42% and the Grad.Dip.Lib. course 80% library science content. Only minor alterations have been

made subsequently, and there is a pressing need for new curricula to be devised. In view of the unexpectedly large number of mature external students it would be appropriate to write programmes with this specifically in mind. The Higher Education Board (formerly the AEB) of New South Wales and the national Tertiary Education Commission are legally responsible for ensuring that standards are maintained. This official accreditation procedure on the part of the State and Federal higher education authorities may be important in overcoming any deep-seated prejudice against equating external with internal study for adult degrees and diplomas.

The two courses were conceived as generalist in the belief that specialisation should be at the advanced (master's degree) level, and international in outlook. One important feature is the inclusion of subjects in administration, which is somewhat unusual at the first professional level.(15) This is fortunate especially for external students who may be employed in libraries whilst studying. Further interesting foresight was shown in the initial curricula and teaching. From the first semester there was an emphasis on adult literacy (a topic coming into importance in Australia in the 1980's), and as early as 1975 the author set an assignment concerning the library's responsibilities to Vietnamese refugee families (some four years before the influx of the boat people to Australia). This optional assignment was included for several semesters. Another innovation in 1974 was the introduction of "Street Librarianship" as a subject in the BA course: the first in Australia.

It is expected that, as part-time students, those studying externally will need about seven years to complete the BA, and two or three years to complete the Grad.Dip.Lib. course, though some credit for previous study may be given in the former. A work-experience scheme of one month each full-time (or equivalent) year of study was early envisaged,(16) and is an important feature being adopted by other library schools. The implementation of this scheme has taken much staff time, and though valued is often a burden to external students (although present or recent employment by external students may be credited towards the requirements under certain conditions).

PREMISES

Far too many see a College as a collection of buildings through which a river of students and a creek of staff move over the years. It is true that working premises are important, but the author contends that people make a College. This emphasis on premises by one group and on programmes by another too often obscures the fact that the needs and the achievements of students and staff should be uppermost.

Nevertheless, premises are important. During the period to date the staff of the Department of Library and Information Science (as of other departments) have been housed mainly in a succession of temporary and inferior accommodation. Staff have responded well to this situation in the knowledge that conditions will improve, as indeed they recently have. The College administration (some of it itself still in cramped and dismal accommodation) has had to cope with the logistics of a rapidly growing institution moving to a new site at a time when the capital grant has been slashed. Although the author had often been disappointed with continuing inadequacies of facilities, it had to be recognised that the Bursar's

College-wide responsibilities have been extremely onerous and there were conflicting claims from many areas.

No one seeing the College premises in 1979 can appreciate the problems faced 1977-78 and surmounted at some cost. It is perhaps fortunate that the number of internal student librarians has been small, and that the percentage of internal students throughout the College has fallen. This has reduced pressure on accommmodation in Wagga, though more students are using the Albury/Wodonga Campus (formerly Study Centre).

As far as library science is concerned the matter of the location of the College library has been yet another problem. The location of the library on the old campus, even though the teaching of library science has been based on the new campus since 1976, has been yet one more hindrance to efficiency. (A large working collection as well as readers' and technical services will be moved to the new campus early in 1980, the remainder being housed on the old campus.) This has created a blockage to full usage of essential tools by full-time students, logistical problems during residential schools for external students, and difficulties for academic staff trying to write mail packages for external students at the same time as teaching internal students.

The inadequacy of the College library has been a continuing (though fortunately lessening) factor throughout the whole period. This is far from unique in library schools, but the perceived degree of inadequacy has perhaps depended in part on the policy of (a) providing materials in mail packages, and (b) encouraging/forcing reliance on local libraries rather than on the College library in the case of external students. The College has not yet worked out its basic philosophy of library service for external students; for example, to what degree the College library ought to undertake literature searches for external student-librarians.

For external students the main premises used for study will not be College classrooms and College accommodation, but their own homes supplemented by their local libraries. This brings some problems; homes are not purpose-built to present a print-based learning environment. Chairs, tables, lighting, noise and interruptions may all detract from optimum conditions.

Family life must take priority, but in the home the family is likely to intrude on study time by making demands which do not recognise the right of a parent (and particularly the mother) to uninterrupted use of the house for set periods of study. A local library or other external premises may alleviate this situation if opening hours are convenient, of course.

There is an interesting question concerning College premises and external students. The College is funded by governmental capital and recurrent grants. The latter are based on EFTS, and at a time of increasing external studentship (see Table 3) this means that an increasing portion of the budget ought to be devoted to providing learning facilities for external students. This would include staff time to prepare materials, financing to visit major libraries and other resources elsewhere, and the provision of a wide range of learning materials in alternative formats for individualised independent study.

Table 3(a)

STUDENT ENROLMENTS IN APRIL 1976-1980 (ACTUAL NUMBERS)

Study Mode	1976		1977		1978		1979		1980	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
Full-Time	1415	56.0	1523	48.7	1436	43.6	1429	39.4	1278	33.1
Part-Time	576	22.8	625	20.0	656	19.9	740	20.4	670	17.4
External	535	21.2	981	31.4	1205	36.5	1455	40.1	1910	49.5
	2526		3129		3297		3624		3858	

Table 3(b)

STUDENT ENROLMENTS IN APRIL 1976-1980 (EFTS)

Study Mode	EFT	%	EFT	%	EFT	%	EFT	%	EFT	%
Full-Time	1415	79.3	1523	65.5	1436	60.7	1429	56.6	1278	49.8
Part-Time	192	10.8	312.5	13.4	328	13.9	370	14.6	335	13.0
External	178.3	10.0	490.5	21.1	602.5	25.5	727.5	28.8	955	37.2
	1785.3		2326.0		2366.5		2526.5		2568.0	

The capital grants are also presumably based on the number of students, but the use of certain premises (classrooms and residential accommodation) by external students is far less than by internal students. On the other hand if the College accepts complete responsibility for ensuring that external students have access to all necessary learning materials then the College library and other similar services (and therefore premises and staff) must be enlarged to cope with this demand. It is a fallacy to say that external students are cheaper to educate than internal students merely because full-time premises are not provided for them. Costs "saved" on buildings should be matched by an increase in recurrent funds.

PROBLEMS

Education, like librarianship, involves a great deal of problem-solving in order to help the client achieve his objectives. In the case of external study the problems are in part different from, rather than additional to, those experienced by internal students, and full-time and part-time students have their own problems. We are therefore not looking at distance education as a separate phenomenon but as part of the whole educational process. To look separately at problems of external students may tend to focus undue attention and therefore suggest (especially to the prejudiced and uninformed) that there is something inherently and specially difficult about this mode. This may lead such persons to conclude that external study must be inferior to internal.

It is important to remember that the formal institutionalised educational system does not in itself guarantee learning. What it does is to facilitate the natural learning process of human beings and widen the opportunities for individuals to learn certain things at certain times.

Distance education, therefore, is a part of institutionalised education which attempts to facilitate learning by solving certain problems. Firstly there is the problem of time, especially for persons with employment and family commitments. To study full-time demands "unemployment", which means limited income. The provision of time to study is a personal matter for the student, who must organise his timetable. Indeed, it is probable that failure to organise study without any set time-schedule is a prime factor in non-starting or early withdrawal from an external course.(17) What is traditionally supplied by internal tuition is a set timetable for part of the study programme and pressure to conform to a norm of scheduling of work. What is traditionally supplied by external tuition is the facility to devise one's own timetable but no pressure to conform to a norm of scheduling of work. The flexibility of distance education must be combined with the discipline of internal study.

Secondly, there is the problem of place and space. Internal tuition traditionally provides a location for study, and we have noted that this leads to the dangerous situation where the College is seen as a collection of buildings and not as the students and staff. Distance education allows the student some flexibility in choosing the place of study, and the student normally chooses the town of living and/or work. More exactly, the student will find space either at home or in a nearby library. In our sexist society the husband is more likely to have a separate recognised home study-room than the wife.

Thirdly, there is the problem of learning materials and facilities. The internal institution will provide lectures, seminars, libraries, and limited experience as appropriate both within and without the walls. This is the most fruitful area of activity for the distance education institution, as it gives an opportunity for devising and presenting alternative learning instruments. It ought also to provide these for internal students but too often fails to realise that people learn in different ways. Innovation in education has often come from studying the learning processes of external students, and then applying solutions for internal students on realising that internal and external students have essentially similar needs.

Riverina College has attempted to assist the learning of external students in a number of ways, but it must be admitted that for the past ten years there has been a constant process of trial and error in this area. As in any such process the successes may have mildly reflected on the institution, and the failures more strongly on the individuals (both students and staff). Innovations have often not been effected because of college-wide difficulties, and others have not always succeeded. In the absence of research and development of the kind most properly undertaken by Kuring-gai CAE on a research grant, Riverina CAE has had to try out its ideas on students.

There have been disappointments. For example, an initial decision was made in the library school to use audiocassettes extensively to simulate internal lectures, and to provide auditory relief from all the required reading. An investigation into the best usage of cassettes was initiated in another department but the results were not available for two years.

However, the idea did seem to be supported by the work of Bligh(18) and others, and so extensive use of audiocassettes was made not only for mail packages but for storing references to current periodical literature. Hindsight has shown that these misused what cassettes have to offer, but in the meantime much boredom at least was caused to participating students. Cassettes are now used for much shorter (15-20 minutes) talks, for discussions (again preferably short), and as basic instruction giving background information and then directing students to undertake certain activities. The taped index to periodical articles was replaced by a computer printout version initiated by Digby Hartridge, but this valuable innovation has not been further financed by the College.

We now know much more about the best use of various educational learning resources than we did in 1974 and the early years of the library school, both from the literature and from in-house research. Students' opinions have been gained(19) and various modifications tried, though the author believes that an interdepartmental research project on the learning effectiveness of various resources is urgently needed. These should be tested initially in properly controlled situations but on students who do not have to rely on them for their academic awards.

The College has attempted to ensure that students have access to learning materials in three ways: (a) by encouraging local libraries to stock certain basic professional periodicals; (b) by building up a useful College library and providing access tools such as the above-mentioned index to current articles and a partial catalogue of the library's holdings;(20) and (c) by enclosing a basic minimum with mail packages. Some would see the attempt to force students to use their local libraries as an abrogation of College responsibility, whereas others may view it as a valuable exercise. The College has not yet been able to provide students with a personal updating microfiche catalogue service, however. The library school began to collect and create audiovisual materials in 1974, and students have in the past been provided with lists of audiocassettes(21) and colour slides(22) held. The former were mainly collected by the author and the latter by Brian Howes.

The library school has tended mainly to follow the traditional College pattern in its mail packages, i.e., each containing a book of notes (with reference to textbook) and a book of readings (reprints of articles and chapters). Audiocassettes are included less now than formerly, though photographs and slides have been sent with some packages. The use of slides in teaching historical bibliography is being developed by Christine Frey. There has been little money for innovative development, and in some cases costs of experimental packages have been borne largely by the staff concerned. Yet the situation is now better than it has been; increased funds have been allocated to the library school this year and the staffing establishment ceiling raised.

Sometimes features long sought have suddenly come about quite unexpectedly for other reasons. For example, facilities for a telephone line by which staff could take calls from students having problems, with a plan to roster library school lecturers to handle such incoming calls when the College switchboard closed at 5.00 p.m. had been requested several times. This did not then meet with approval, but in 1979 a new telephone system was installed throughout the College which gave this facility to many of the handsets. Other long sought after features have not yet appeared but there is a faith that eventually these difficulties will be solved. For example,

the computer terminal requested annually since 1976 has not eventuated, lessening opportunity for simulated data retrieval and library management gaming on the Lancaster model. On the other hand, portable terminals have allowed on-line access to AUSINET at residential schools for external students since 1977, giving such students limited practical experience of automated access to bibliographical information.

CONCLUSION

This brief survey has looked at four P's: people, programmes, premises and problems. By its nature there has been some emphasis on some of the various difficulties which have to be overcome in setting up new courses by a new mode in a new institution. It is too easy to emulate some onlookers and have an imbalanced view and account of the past five years. There have been many references in the professional literature to the increasing successes of the library school at Riverina College, and its achievements have been recognised more willingly overseas than in Australia. Despite very real difficulties and frustrations, the successes have very largely been due to staff of the library school.

The original team of four persons was given the task of pioneering large-scale external courses in general library science at the same time as introducing courses for internal students, in the face of considerable opposition to country colleges. They did this with little or no experience of the problems and virtues of external tuition and study. They were obliged to learn "on the job" with few resources and in spite of setbacks earned the thanks of many students, the approval of many librarians, and the recognition of distance educators. Their works are referred to in professional literature internationally, and Riverina College has become known as one of the few major institutions in this field. It has been proposed as the national centre (23) for distance education in librarianship. By the end of 1976 (after two years of developing distance education) the considerable experience of the four original members of the library school in using distance teaching methods was acknowledged, and their competence praised following the second visit by the Committee of the Higher Education Board.(24)

The standard of students' work has impressed visitors, and the students themselves have experienced little difficulty in finding employment. Students have been responsible for pioneering indexing services (25), and practical assignments published as community services.(26) It is true that mail packages have tended to follow rather than lead formats already evolved by the College, but there is an increasing number of exceptions to this.

Riverina College library school has a long way to go in solving students' problems, and to staff anxious to see the best for library education, the short-term frustrations have been important. It may be that the College's suggested ten-year period needed for a phased programme of development which would ultimately give the College an adequate library environment(27) is also a realistic period in which to develop the best facilities for external students. (The several years needed by Kuring-gai CAE to complete their feasibility study on external studies in librarianship(28) is an indicator of the length of time needed to develop and test a whole course of study.) Yet much successful pioneering work has been done by the staff of the library school at Riverina College, justifying the recognition accorded to it as the focal point in Australia for further development in this area.(29)

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STATEMENT ON MELBOURNE STATE COLLEGE

By Allan Thomas, (B.Ed. Course Adviser)

Melbourne State College offers a four year under graduate Bachelor of Education course. This course has several streams, one of which is Librarianship. In order to qualify for the B.Ed. in Librarianship students undertake Librarianship as their major study.

In 1975 the four units of Librarianship undertaken by first year students were offered for external study. In the intervening years many students have commenced their studies in this manner. However, because we have been unable to offer the remainder of the Librarianship components of the course by external studies many of these students have been lost to other streams of the B.Ed. course. It has only been students who were able to become internal students after first year who have been able to continue in the Librarianship stream of the course.

For 1980 the subjects offered for external study in Librarianship will only be offered to continuing students.